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The Journal of

HEALTH *and* PHYSICAL EDUCATION

Convention Number

Detroit—April 1, 2, 3, 4

American Physical Education Association

in Joint Session with

Middle West District Society

Published monthly, except July and August, by the

AMERICAN PHYSICAL EDUCATION ASSOCIATION

ELMER D. MITCHELL, *Editor* ANN ARBOR, MICHIGAN

Vol. II ✣ ✣ MARCH, 1931 ✣ ✣ No. 3

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THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION
Published by the American Physical Education Association
P. O. Box 362, Ann Arbor, Michigan
Published monthly from September to June
(10 issues)

Professional Membership, including the Journal and the Society's Research Publications $5.00
Active Membership (including Journal) 2.00
Single Copies ..... .35

The contents of previous issues of The Journal of Health and Physical Education can be found by consulting the Education Index in your library.

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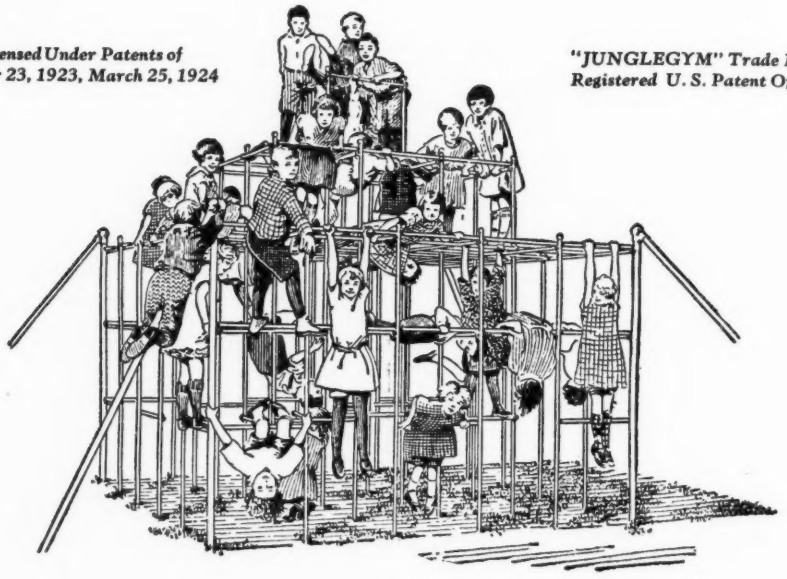

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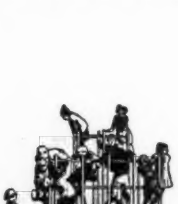

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Physical and Health Education in Special Classes

History, Problems and Special Methods

By

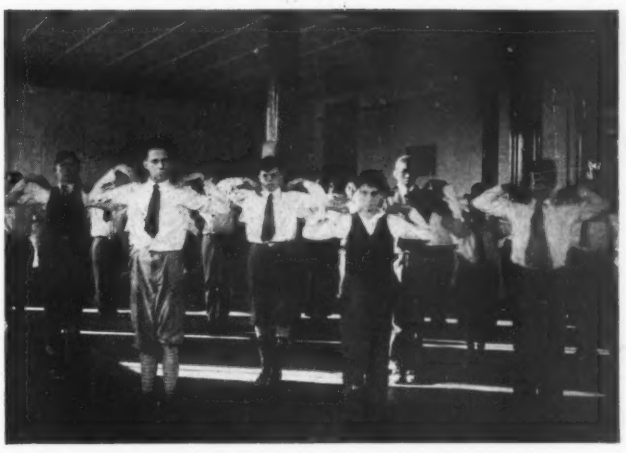
W. HERBERT GRIGSON

Supervisor of Physical and Health Education
Philadelphia Public Schools

SPECIAL Education is a relatively new division in public school work. It consists in the education of children who are handicapped in various ways. In the Philadelphia schools there are three types of Special Classes: physically handicapped, educationally handicapped, handicapped by speech defects.

Such special classes were organized in the Philadelphia schools in 1898, and their general supervision was placed under an Associate Superintendent in 1909.[1] In 1920 the division of Special Education was established, and classes were gathered into centers during the same year. The enforcing of the compulsory laws in 1896 made it necessary for all pupils to attend school regardless of their mental or physical condition. As a result truancy and incorrigibility became a more pressing problem. This was one of the important reasons for the origination of special class education.

Teachers had known for years that some pupils learned easily while others could not comprehend the teaching. These latter were left behind, or were promoted "incidentally" when it seemed impossible to retain them with pupils so much younger. And, in nearly every case, these retarded pupils caused trouble of different kinds. It took so much of the teacher's time from the normal pupils to get the backward ones to master their lessons. These pupils, moreover, often gave disciplinary trouble. Being unable to grasp the academic work, they took a dislike to it—and even refused to accomplish what they should have according to their ability. It did not take long for the normal and supernormal child to note the difference, and the backward children were soon dubbed "Dummy," "Thickhead," and other nicknames. A growing antipathy naturally arose, and by the time the backward child got into the second or third grade, he found all the other pupils two or three years younger and disinclined to include him in their games or other activities. This, of course, was usually due not only to his inability to catch on to new games, but also to the fact that, because of associated physical handicaps, he could not play the games with skill. So the backward pupil gradually became a part of an entirely different social group. His ostracism irked him, and all sorts of emotional outbursts, seemingly without cause, occurred. There were not enough pupils of this sort in any one grade school to form a homogeneous group even if the school had segregated them, so the pupil remained in school until he was 14 or 16 years of age and could legally leave. School was a place he hated because it attempted to make him do what was impossible for him to accomplish, and he lived only for dismissal time each day.



ORTHOGENIC* BACKWARD CLASS

In open formation for free exercises

Another reason for separating the educationally backward pupils from the normal is pointed out by Inskeep.[2] She states that backward pupils who are not separated are prone to cheat to save themselves from being victims of failure. This, of course, has a harmful effect on the development of their character. Curti reports a test by Hartshorne and May on cheating, in which she says, "It is reasonable to suppose, as Hartshorne and May do, that the desire for good marks, in connection with opportunities to cheat and inferior ability to get those marks, is a basic motive in the deception."[3]

While the above is a short review of the origination, and causes of origination of Special Class Education as a more recent development of education, it must be

[1] Annual report of Division of Special Education. Philadelphia Public Schools, 1926.

*AUTHOR'S NOTE: The term "orthogenic," as herein used, was coined by Dr. Wigmer of the University of Pennsylvania and the late Dr. Cornman of the Philadelphia Public Schools. Derived from "ortho" —right, and "gens"—people; the thought being "to make people right." Commonly used in Philadelphia and Pennsylvania schools.

[2] Inskeep, A. E.—"Teaching Dull and Retarded Children." 1926.

[3] Curti, Margaret W.K"Child Psychology." 1930. Page 425.

SHALLCROSS RESIDENTIAL SCHOOL, PHILADELPHIA PUBLIC SCHOOLS

remembered that man has recognized the peculiarities of the handicapped for many centuries past.

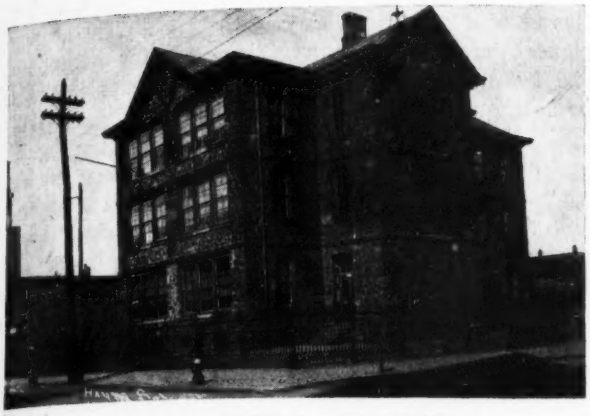
In the time of the Spartans, the idiots were killed by being thrown in rivers, devoured by animals, or left to starve on the mountains. In later times, such handicapped ones were pitied instead of persecuted. The Bible refers many times to Christ's ministration to the palsied, lepers, and those "beset by devils." The first actual work done in a scientific manner consisted in the formation of schools for the deaf by Bonet and Pereire, in 1620 in Madrid.[4] Itard, a French physician started perhaps the first work of educating low grade mentally defectives, when he attempted to educate a wild boy found roaming in the woods of Aveyron.[4] While seeming to fail in his attempt, he really prepared the way for Seguin, another French physician, to make a great contribution to the educational procedure in Special Class Education.

Seguin is well known for his physiological method of education—using the method of correlating sensori-motor responses with intellectual training. His book, "Idiocy, and Its Treatment by the Physiological Method"[5] should be read by every special class teacher. Seguin was most successful, and he established the first school for feeble-minded pupils in Paris in 1837. He came to America in 1848 and served as head of the Massachusetts School for Idiotic and Feeble-Minded Youth. This school is now the State school at Waverley, Massachusetts, so well known through the late Dr. Fernald. Seguin also assisted in the organization of the New York State School at Syracuse and the Pennsylvania Training School for Idiotic and Feeble-minded Children in Philadelphia (now located at Elwyn, Pa.).

Maria Montessori, a disciple of Itard and Seguin, has developed a school of education known by her name. She has followed to a large degree the physiological methods of Seguin, Rousseau, and Froebel, characterized by freedom of action of her pupils by allowing them to do what they wish, when they wish. Her methods have not, however, been used extensively in Special Education.

Among present day authorities who have contributed studies and writings on Special Class Education are: Inskeep, A. E.; Binet, Alfred; Simon, Thomas; Goddard, H. H.; Doll, E. A.; Thorndike, E.; Norsworthy, Naomi; Hollingworth, Leta; Mateer, Florence; Wallin, J. E.; Barr, M. W.; Tredgood, A. F.; McKenzie, R. Tait; and others. Most of these are psychologists, many of whom have had years of experience in close contact with mental defectives. While a few have been in public school work, the majority of those who have written have taken their observations in institutions, so that their findings are not strictly applicable for public school use. It is generally conceded that the year round school, or cottage type of organization for mentally defective pupils, such as that at the Training School at Vineland, N.J., is ideal, since all the living conditions, in and out of school, can be supervised and controlled. This is not possible in public school work, where from 4 to 10 per cent of a city's elementary

[4] Wallin, J. E. Wallace, "The Education of Handicapped Children," 1924. Page 6.
[5] Descoeudres, Alice—"Education of Mentally Defective Children." Page 15.



HAYNE SCHOOL FOR DEAF

Typical Philadelphia Special Class School Building

enrollment would be eligible to receive such provision. The Philadelphia public schools maintain such an organization for advanced disciplinary cases.

Many school systems such as Philadelphia, Pa., Newark N.J., St. Louis, Mo., New York City, and others, have recognized this problem of the handicapped pupil, and have organized special classes for them. In some of the Philadelphia schools the normal classes are divided into "ones," "twos," and "threes." Thus, in the first half of the third grade, one division or class would be called the 3A-1 and consist of the brightest pupils. The 3A-2 would consist of the pupils of average ability, and the 3A-3 would contain the pupils of the lowest mentality. Then there are restoration classes or opportunity classes where pupils who get behind, owing to sickness or some other reason, may catch up in the subjects in which they were retarded. Pupils who are retarded below the third group of the regulars are then recommended for a Special Class.

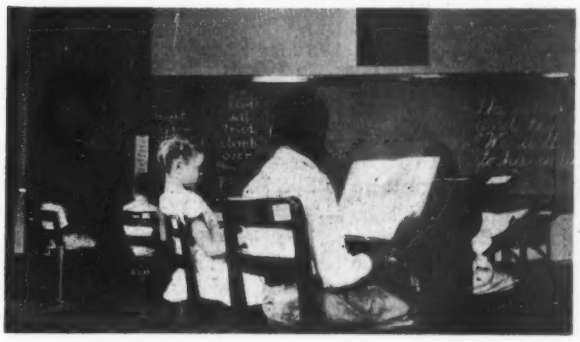
The procedure of assigning the pupil to the Special Class varies—but usually it consists of a case study, a psychological and a medical examination, and a recommendation by the Principal, the Psychologist, the School Doctor, and the District Superintendent. In Philadelphia, the parents' permission must be had to so assign the child. Usually, however, the parent can be convinced that in a Special Class the pupil will benefit by associating with other pupils who will not tease, that the curriculum there is adapted to the needs of the pupil, and that teachers are sympathetic.

The three types of Special Classes in the Philadelphia public schools are: A. Physically handicapped, B. Educationally handicapped, and C. Handicapped by speech defects.[6]

A. Physically Handicapped Classes.

Pupils are selected and assigned to this type of class by the Division of Medical Inspection. These classes include:—

1. Sight Saving.
   For pupils who need instruction under special conditions.
2. Deaf.
   Partial or total deafness that causes retardation in school work.
3. Nutrition—Tubercular.
   Incipient tuberculosis cases.
4. Nutrition.
   For anaemic or under-nourished children (This is not to be confused with the 10% overweight and underweight pupils.)
5. Orthopaedic.
   For crippled children whose attendance in regular classes is impossible.
6. Cardiac.
   For pupils with some form of heart trouble requiring special methods.

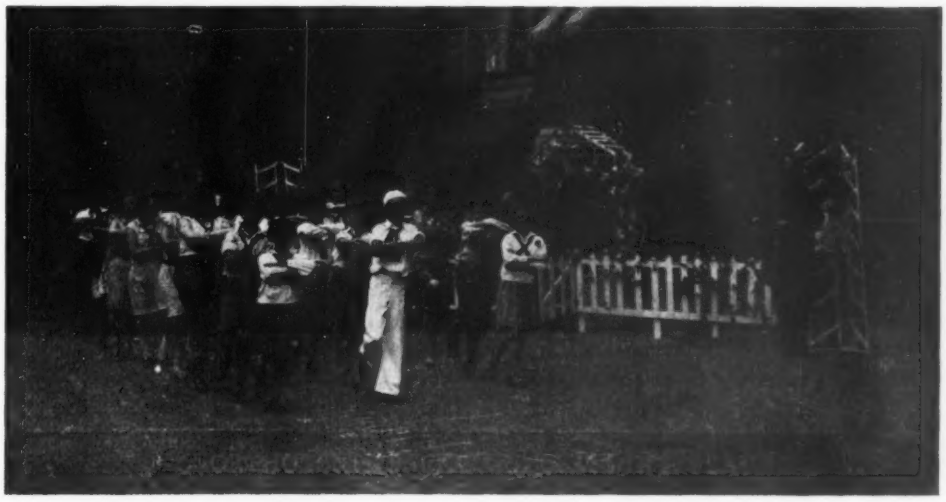


A "SIGHT-SAVING" CLASSROOM

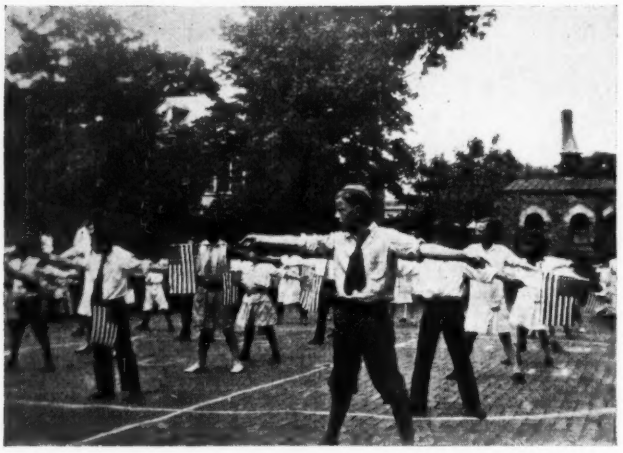
B. Educationally Handicapped.

These pupils are selected by either the Principal or the Psychologist of the Special Division. Generally a backward tendency has been noted, and retardation of one to three years may be present to aid the recommendation for the assignment of the pupil to a Special Class. A case study together with a psychological and a medical examination are made, and the parents' per-

[6] Annual report of Division of Special Education, 1926. Philadelphia Public Schools.



ORTHOGENIC BACKWARD CLASS IN A PLAY



FLAG DRILL

By an Orthogenic Backward Class

mission is obtained to put the child in the Special Class.

Classes for the educationally handicapped pupils are:

1. Orthogenic backward—
   For pupils so handicapped as to be retarded in regular grades. During the past year, experiments have been carried out by the Special Division to test pupils in the 1A and Kindergarten and to assign them to Special classes.[7]
2. Orthogenic Disciplinary—
   For pupils presenting serious behavior problems. These pupils may and usually do have orthogenic backward characteristics. It is not necessary to have the parents' permission to assign pupils to these classes, nor is there any set standard or test by which the pupil is measured. If, in the judgment of the examining psychologist, the pupil seems unable to make social adjustments or fit in with the regular organization from the standpoint of behavior, the pupil may be assigned to the Disciplinary class.
3. Restoration—
   For children who are educationally retarded, but who may, under special instruction, be expected to return to regular grades.
4. English—
   For pupils handicapped by a foreign language, but who may, by special teaching, go into regular grades.

C. Handicapped by Speech defects.

Those pupils who are handicapped by speech defects are examined by a speech teacher from the Division of Special Education, and assigned to speech classes.

Following are the number of pupils, and attendance in the special classes of the Philadelphia Public Schools for the month of June, 1930.[8]

Average Enrollment

	Classes	Male Pupils	Female Pupils	Total	Attendance %
Deaf	11	16	63	128	96.9
Nutrition	13	105	133	238	87.8
Nutrition Tubercular	7	65	53	118	79.7
Orthopaedic	30	338	262	600	88.5
Sight Saving	13	74	89	163	89.0
Orthogenic Backward	376	5234	2320	7554	84.1
Orthogenic Disciplinary	41	752	107	859	71.6
English	10	122	93	215	87.9
Restoration	26	354	283	637	91.2
Cardiac	1	16	16	32	100.0

[7] Annual report of Division of Special Education, 1929. Philadelphia Public Schools.

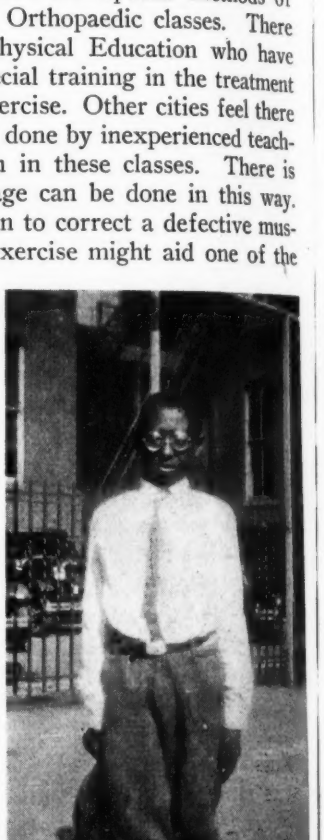
[8] Attendance report, June, 1930. Philadelphia Public Schools.

The average attendance percent for the Special Classes was 84.2 for the month of June. The average lateness percent for the Specials was .6 for that month. The average enrollment of the Philadelphia Public Schools, grades one to eight, for that month was 170,655. The average attendance percent for the regular grades was 91.7 for that month. The average lateness percent for the regular grades was .2 for that month.

A study of this chart shows that the backward and the disciplinary pupils totaling 8,413 are by far the greatest number of the special class group, whose total was 10,544.

In the Philadelphia public schools a special program in Physical Education is practiced only with the Orthogenic backward, Orthogenic disciplinary, Deaf, and Sight Saving classes. These 8,704 pupils comprise 82.5% of the 10,544 special class pupils.

New York City stresses the Special Methods of Physical Education in its Orthopaedic classes. There are special teachers of Physical Education who have had hospital and other special training in the treatment of orthopaedic cases by exercise. Other cities feel there is danger of damage being done by inexperienced teachers of Physical Education in these classes. There is no doubt that much damage can be done in this way. An exercise might be given to correct a defective muscle group. Part of this exercise might aid one of the two muscles in this group, and another part of the exercise damage the other muscle. The damage done might far over reach the good; for instance, if a paralytic case had been graded so as to show that in the Gluteus Maximus - Hip Flexor antagonistic muscle group, the Hip Flexor had a "trace of response," while the Gluteus Maximus was "weak." The procedure followed in such a case is to exercise the weaker muscle against the stronger. The patient lies on his side (left side, if Hip Flexor is being exercised) and the knee is pulled up to the chest — the patient pulling what he can at the start, and the assistant then completing the exercise. Then the patient relaxes, and the assistant returns the leg to the straight position again. If the patient had pulled the leg back down with the Gluteus Maximus, which is the stronger of the two, the damage would be done. The weaker muscle is always exercised against the stronger.



A "SIGHT-SAVING" PUPIL

To get the best results with all the muscle groups,

special knowledge must be had both in the grading and the giving of the exercises.[9]

It would be ideal if every school system, whose size warranted it, could have a special corrective room for orthopaedic cases with all the modern equipment for such work, such as a pool, stretchers, baking facilities, and gymnasium equipment for hanging exercises, etc. Needless to say, the instructors should be trained in the method of exercising, massaging, and stretching the muscles.

While many of the readers of this Journal do not have to teach, supervise, or direct the physical education activities of such special classes, nevertheless it is not at all improbable that at some time in the very near future many school systems might begin such segregation of handicapped pupils. Many teachers of Physical Education who are called upon to conduct classes for defectives are not prepared for the unusual behavior of these children. Some of the pupils in the class push each other around as the class is lined up; a fist fight develops in one corner; and a running fire of talk keeps up continuously. One might even draw the conclusion that the teacher is being cursed at when he attempts to make the leader of the line stand at right dress. When the teacher finally gets the class into open order and starts some exercise—no three or four will be doing the same part of the exercise at the same time, and there may even be difficulty, judging from many of the pupils' motions, in recognizing the exercise at all. Perhaps two or three will fall down or perform other stunts calculated to show their disregard for that particular activity and to create mirth in the rest of the class. Then in the game, only half of the class will want to play that particular game, and the unwilling half will either sulk and do nothing or throw the ball around with great force. By that time the teacher may even be tempted to lose his own self control.

This description is entirely typical of certain situations, such as a new class, a new teacher, or a particularly troublesome class. Yet, by the use of proper methods, this same class can be made to conduct a lesson so that it would be hard to tell it from a normal class.

Problems, and Special Methods Found Practical in Physical Education

A. Deaf.

The special methods of physical education as practiced with deaf pupils need not consist of a set of exercises different from normal, as these pupils are not handicapped in neuro-muscular reactions. They also have mental capacity but are retarded from one to four years due to their language handicap.

These pupils must become accustomed to the teacher's method of giving the exercises. Since no tone inflections can be used, either a signal by the head or hands has to be used on the command to "Halt" or the class must know at the start of the rhythmic drill how many times the exercise is to be taken. While many may be able to read lips, a few can not; and the teacher must lead almost continuously while the class follows by imitation. Corrections are made in the response exercises; or, as is often the case, several classes take their exercises together (there being usually only 8 to 12 in a class) and the other teachers can correct mistakes by moving in among the class.

The demeanor of the teacher should be one typifying enthusiasm in order to take the place of the voice inflections which cannot be used with the deaf. Since these pupils become despondent easily, the attitude of enthusiasm must be accompanied by the practice of giving praise at more frequent intervals. The teacher will be rewarded by both improved interest and response.

Breathing exercises are given by the teachers not only for greater lung capacity, but because, in instruction of the deaf, the breath is "the motor power of speech" and regularity of breathing is important. Some pupils acquire a so-called "pumping diaphram" when trying to talk, the breath and words coming out in jerky gasps, caused by incorrect breathing.

Deaf pupils will practice the fundamentals in games, such as hitting and returning the ball in volley ball, and become interested in improving their game, which shows their decided mental superiority over the backward and disciplinary types who hate drill on the uninteresting parts of their games. I have found the deaf pupils excellent in discipline, eager to work, and especially interested in games. They play with great skill all of the higher coordination games, such as base ball, bat ball (described under Games) volley ball, end ball, and class basket ball (described under Games).

B. Sight Saving.

These pupils are normal in mental capacity and may be given the normal pupil's physical exercises, although modified in some respects. No deep knee bending or trunk bending forward exercises are given, in order to avoid a rush of blood to the head. Games are chosen which do not require eye strain. If a game such as "Hide the Thimble" is played, the object hidden is large. If games needing lines, such as "Day and Night," are played, the lines are made 3 or 4 inches wide. In the classroom, large pieces of chalk, an inch or more in diameter, are used to make wide marks on the board. Ball games that use large volley balls or outseam-soccer balls are better than games using small bean bags or small rubber balls. Games that ordinarily require hitting, such as "Dodge Ball" or "Beetle is Out," must be carefully supervised or else not used, on account of the danger of hitting the pupil's glasses.

Classes of sight-saving pupils are often of the ungraded type owing to the small numbers of such pupils in a school system. If several classes can be located in a central school, classes of homogeneous character can be arranged. I have found these pupils anxious to do good work in physical exercises and they can play a great variety of games such as Bat Ball, Long Base (described under Games), and others.

C. Orthogenic Backward and Orthogenic Disciplinary.

The Philadelphia Board of Education classes a pupil as eligible for orthogenic backward classes if he is so

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[9] Wright, Wilhelmine, "Muscle Training in Treatment of Infantile Paralysis."

Standards in School Health and Physical Education

By

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LESS than a year ago the principal of a large high school telephoned the director of health and physical education in that city. The conversation was about as follows: *Principal*—"Mr. 'Smith,' we are having a meeting of the secondary school principals this afternoon. As president of our association I should like to invite you and your supervisor of health education to attend this meeting. The question of health instruction in junior and senior high schools is to be discussed." *Director*—"You may count on us, we'll be there."

During the afternoon the principal arose and turning to the director of health and physical education and his supervisor of health education, he said, "As executive officers of the secondary schools in this city we have agreed to accept health as the first cardinal objective of education. Believing that instruction is of fundamental consideration, will you outline for us the desirable standards to be attained, together with suggestions relating to personnel, time requirements, equipment, and facilities which will be needed to establish these satisfactory standards?"

Somewhat overcome by the request, the director immediately introduced the supervisor of health education. Both the director and the supervisor realized that herein lay a golden opportunity; this group of executives controlled largely the type of education prescribed for several thousand adolescent boys and girls in that city. Moreover, the peculiar geographical location of this municipality, together with the excellence of its academic school program, indicated that the inauguration of a worthwhile type of health instruction would have a far reaching effect upon the development of this work throughout the state and in adjoining states.

The supervisor arose feebly. He recited the objectives of health education, and voiced the need for giving more attention to his program. Finally the chairman interrupted the supervisor with this statement, "We agree with your objectives, and we are willing to give the necessary attention to the school health program. Will you not outline such a *program* for us? What *standards* shall we follow?"

In desperation the young supervisor sat down. Should we censure him for his lack of understanding relating to the standards for health education? Just what would you or I have done under similar circumstances? Is it not true that there is a paucity of standards relating to the working program of health instruction for secondary schools?

Not long ago a boy was struck by an automobile and as a result of the accident several teeth were forcibly removed. The affair was being settled in a court of law. The defending attorney asked for the child's school health examination record to determine the condition of the teeth as a partial basis for settlement. The judge ruled that the health record card was public property and it was produced. Upon investigation it was found that several of the missing teeth were in a very carious condition. We are no longer concerned with the legal aspects of the situation, but from the standpoint of school health service the case presents an interesting problem.

The boy had attended a school which was provided with a free dental clinic throughout the first few grades. All necessary extractions and fillings were made without charge. During this period the boy had had several teeth filled. As soon as he had passed the stage wherein free dental service was provided no fillings were reported although the child had been examined annually and unhealthful conditions reported to his parents. During the follow-up program the parents had been urged to refer the case to the family dentist.

Now many of us have argued that free dental service in the early grades tends to fix the habit in the child for proper dental care. It has been argued, moreover, that such service encourages parents to carry on the work started so nobly by the school.

Not all the schools in this city are provided with free dental clinics, although every child is given an annual health examination by a physician and dentist. The research division undertook to determine the facts. It compared the number of corrections made among children above the free clinic age who had attended schools equipped with these clinics, with those children in other schools where no clinical facilities were available. (In the latter schools all cases needing remedial care are referred to parents who are urged to have corrections made.) The results revealed the peculiar fact that children in the upper elementary grades who had attended schools in which free dental service is pro-

vided had more teeth which needed filling than those children who had never enjoyed free dental service! From these data it is possible that we should examine some of our present standards for school health service.

During the meeting of the Department of Superintendence in Atlantic City, a school superintendent remarked, "A short time ago I had occasion to employ a young woman for physical education. When I asked her if she could show me that physical education improves the health of high school girls, she replied that she could select those girls who had taken physical education by examining their backs." Probably this young woman knew that she was making a bold claim, but lacking objective standards and needing the position, she took a chance!

Suppose, however, that your superintendent should ask you to justify your program of physical education, could you do it? Is the young lady mentioned above to be criticized, or must we admit the inadequacy of standards in physical education?

Of course we have certain principles to guide us in developing our programs of physical education. Some of these principles are based upon the facts of science and are in accord with the concepts of general education. Others are founded upon inadequate knowledge, or hypotheses which have been disapproved by scientific investigation. Out of this mixture of reliable evidence and dogmatic authoritarianism have sprung our standards—some worthy, some unworthy.

It is significant to note the interest manifested in determining standards for numerous educational procedures. It is even more significant that physical educators are attacking their problems, using the research tools and techniques approved by leaders in the field of academic education.

In my introduction I selected an illustration from health instruction, health service, and physical education in an attempt to show the need for more adequate standards in health and physical education. While attacking this worthwhile problem we must make an honest attempt to ascertain the truth—to examine current practices experimentally and to establish new standards based upon scientific investigation.

The chief reason for our lack of well-developed standards may be attributed to the tremendous growth which has characterized health and physical education in the past ten or fifteen years. Two statements of fact will serve to indicate this trend. In 1915 there were three states with mandatory laws relating to health and physical education. There are now thirty-six states with such laws, and in these states reside approximately 90 per cent of the entire school population.[1] Prior to 1915 there were in the neighborhood of a dozen professional training institutions for teachers of physical education. Now there are nearly 200 of these schools.

The amount of time assigned to this discussion will not permit a consideration of health service, health supervision, and health instruction, although these are important features of health and physical education. Hence I shall confine my remarks to the activity program, or physical education. I shall attempt to indicate some of the more salient types of standards which have been prepared for physical education; to point out certain parts of the program in need of further study and investigation; and to suggest certain possible means of developing desirable standards.

[1] Statistics of the National Physical Education Service.

Standards for Personnel

During the past decade there have been remarkable advances in the establishment of standards for personnel. The National Physical Education Service is responsible for the information that 42 of the 48 states have certain specific provisions governing the certification of teachers. The lack of uniformity among the various states may be explained in part by the newness of the enterprise, and in part by the fact that there appears to be no definite standards for teacher training institutions. In the attempt to provide skilled leadership for the growing demand, the number of professional schools has multiplied in various parts of the country. Lacking scientific data with respect to the type of instruction needed, these schools appear to have established their curriculum upon two criteria; first, upon the basis of procedures in rival schools; and second, upon the desires and interests of faculty members. Neither of these criteria are entirely valid. It is not uncommon at present for a teacher who is certified in one state to experience difficulty and inconvenience in obtaining a certificate in another state, although the situation is improving, due to the development of state and individual school standards.

C. L. BROWNELL

Several personnel studies have been made recently. Among the most important are the following: Elliott, "Organization of Professional Training in Physical Education in State Universities";[2] Report of a committee appointed by the American Physical Education Association, "Physical Education Curriculum in Professional Schools";[3] Jameson, "Physical Education for the Preparation of General Elementary School Teachers";[4]

[2] Elliott, R.—"The Organization of Professional Training in Physical Education in State Universities," New York. Bureau of Publications, Teachers College, Columbia University, 1927.

[3] Report: "Physical Education Curriculum in Professional Schools." American Physical Education Association, Ann Arbor, 1929.

[4] Jameson, E. D.—"Physical Education for the Preparation of General Elementary School Teachers. New York. Pureau of Publications, Teachers College, Columbia University, 1930.

Scott, "Personnel Study of Directors of Physical Education for Men";[5] and a committee study by the Society of State Directors of Physical and Health Education, "State Certification Requirements."

It is imperative that standards be developed for the major and minor in physical education, for supervisors and administrators, classroom teachers in the elementary and secondary schools, and for graduate training in this subject. Moreover, there is distinct need for standard types of information in physical education which may be given to those who are preparing to become school principals and superintendents. Although the last mentioned item is comparatively new, a few state departments of education have undertaken the task because the success of any local program of physical education is largely dependent upon the financial and moral support given to it by school executives and administrators.

Standards for Time Apportionment

Several state laws indicate the number of hours or minutes per week which shall be given to physical education. In terms of minutes, the range is from 60 to 180.[6] Such standards are desirable insofar as they establish a certain minimum, but undesirable when this minimum is misconceived to represent a satisfactory standard. No elementary school program is adequate with less than a daily 30 minute period of physical education. The Sixth Yearbook Report recommends a daily period for secondary schools of 60 minutes in length.[7]

Standards for Credit

There are at least three types of credit which affect public school programs of physical education; first, credit for promotion; second, credit for graduation; and third, credit for college entrance. Already credit for promotion is recognized in a large number of communities. Of 254 school systems studied by the National Physical Education Service, 183 of them award credit for this program. In an increasing number of school districts students are not allowed to graduate from the elementary school without having attained a suitable proficiency in certain forms of physical activity which may be measured objectively.

In 46 of the larger cities studied, 32 of them allow some credit toward high school graduation, 13 give no credit, and in one city it is not specified clearly. The amount of credit in the more progressive cities ranges from one-fourth of a unit to two units.[8]

The allowance of credit in physical education toward high school graduation is closely associated with the acceptance of this credit for college entrance on an elective basis. That this movement is progressing may be shown by the fact that there are, roughly speaking, 25 colleges in the United States which allow elective entrance credit for physical education.[9] Several state departments of education have recently established standards governing this important feature.[10] In Alabama and Pennsylvania high schools are not accredited by the State Department of Education unless a satisfactory program of physical education is provided, even though the academic work in these schools meets the state requirements. At present there are two national committees working jointly to establish standards for college entrance credit for physical education. These committees represent the Society of State Directors of Physical and Health Education and the National Society of Directors of Physical Education in Colleges. The far reaching influence of this project cannot be denied.

Standards for Equipment and Facilities

Honest differences of opinion relating to types and amount of equipment and facilities have in the past hindered the establishment of standards. Among numerous other standards Strayer and Englehardt include the following: Overhead windows in the gymnasium are less desirable than side lighting; the glass area should be at least 20 per cent of the floor area; the minimum size of pools is 21 feet by 60 feet—the desirable size is 30 feet by 75 feet; no site of less than 10 to 12 acres will suffice for a girls' and boys' playfield. It is to be recognized that provisions must be made for outdoor festivals and pageants as these activities have become an essential part of the school program.[11]

Numerous standards are given in the report, Health and Physical Education in Junior and Senior High Schools.[12] Among the more significant items appear the following: It is a question of number of gymnasiums rather than size; sound-proof partitions should be provided between gymnasiums; where laundry facilities are provided, the box locker system is best; sufficient shower heads are necessary to permit a large class to bathe in two or three relays; and the non-adjustable sidewall shower head is preferable.

The National Education Association establishes standards for the size of gymnasiums as follows: minimum size of single gymnasium without spectators 41 feet by 60 feet; minimum size of double gymnasium without spectators 66 feet by 80 feet to 66 feet by 100 feet. The committee recommends the addition of 2 feet 4 inches to the width of the gymnasium for each row of seats.[13]

Sharman has contributed an excellent study dealing with facilities for the secondary schools of Alabama.[14] There is a distinct need for more research of this type.

At present Blair is engaged in making a thorough

(Continued on page 58)

[5] Scott, H. A.—"Personnel Study of Directors of Physical Education for Men in Colleges and Universities." New York. Bureau of Publications, Teachers College, Columbia University, 1929.

[6] U. S. Department of Interior. Office of Education. Circular No. 7. February, 1930. p. 10.

[7] Report: "Sixth Yearbook," Department of Superintendence of the N. E. A. Washington, 1928. p. 460.

[8] Report: "Credit for Physical Education in Secondary Schools." National Physical Education Service, New York. 1929.

[9] Ibid. Exact figures are not available.

[10] The State Departments of Education in Florida and Ohio.

[11] Strayer, G. D. and Engelhardt, N. L.—"Standards for High School Buildings." New York. Bureau of Publications, Teachers College, Columbia University. 1924.

[12] Report: "Sixth Yearbook." Department of Superintendence of the N. E. A. Washington. 1928. Part III.

[13] Report: "Schoolhouse Planning." N. E. A. Committee. 1925. P. 150.

[14] Sharman, J. R.—"Physical Education Facilities for the Public Accredited High Schools of Alabama." New York. Bureau of Publications, Teachers College, Columbia University. 1930.

Naas Castle — Visible from the Entire Countryside

Playhouse and Athletic Field at Naas

Folk Dancing in Sweden

By
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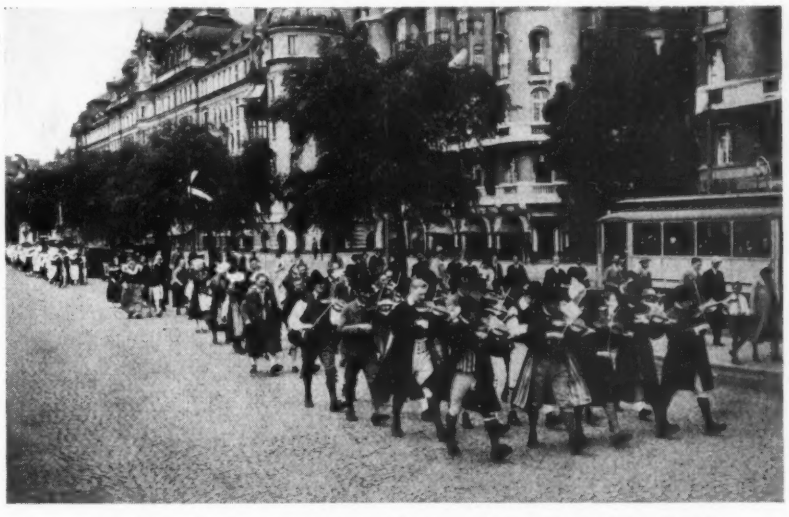
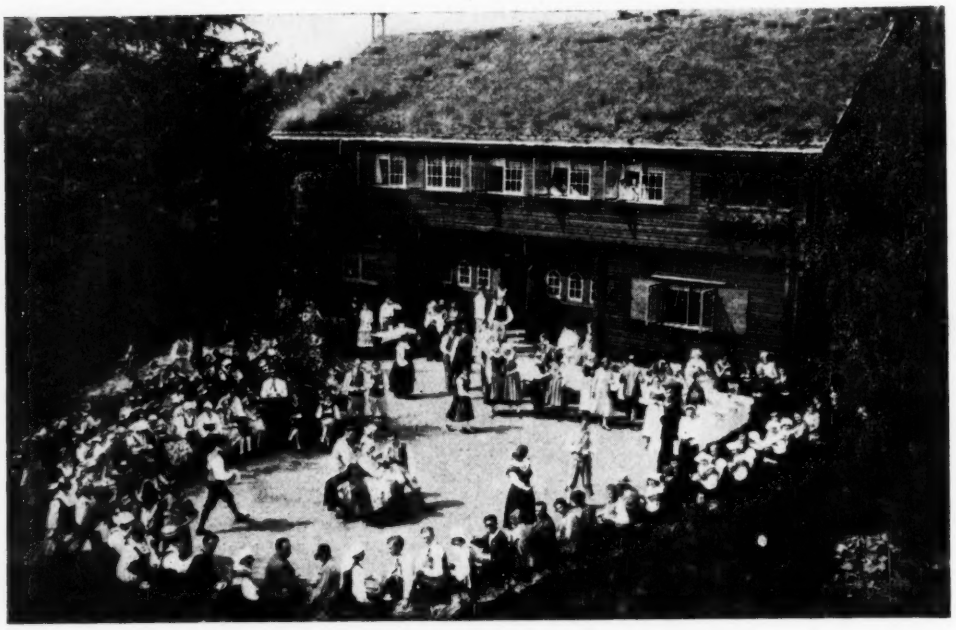
A STRANGER who came to Stockholm the first time during the days of 1-3 of August would probably have thought that at least half of Stockholm's population had kept the old custom of wearing national dresses. In the parks, on sidewalks, in busses and street cars—wherever one looked—one could see people dressed in little caps, striped skirts, embroidered waists, colorful aprons and flowery scarfs. It is not, however, at all times that the capital of Sweden presents such a picture. During these days it was "Svenska Ungdomsringen for Bygdekultur" which celebrated its ten-year-jubilee. "Svenska Ungdomsringen for Bygdekultur" is a society which is a direct continuation of "the Swedish Folk Dance Ring" founded many years ago at Skansen. This society serves to spread the interest and knowledge of the old Swedish rural culture. Started by a few enthusiastic people the society has now a membership of several thousand people, and through its activities it has brought new life, so to speak, into the old folk dances, music, and crafts.

In glorious summer weather, with song and music, dressed in colorful folk costumes, the members had come together from all parts of the country to celebrate the memory of the founding of the society. And celebrate—that the Swedish people can! A better place than Skansen could hardly be found for a festival of this kind. Skansen is that unique out-door museum which is situated on a big hill, overlooking the capital. The very landscape of this hill is typically Swedish, and among the birches and pine trees old farm- and manor-houses from different parts of Sweden have been placed. Here and there are open places where people dance every evening to the tunes of Swedish folk music. But I believe that there had never been seen together at Skansen so many "folk dancing" people as at the time of this particular festival. There were spinning and weaving dances going on at the Bollnaas Hut, while at the old Seglora Church little "tow-



CELEBRATING FOUNDING OF "FOLK DANCE RING"

Folk Dancers from all parts of Sweden marching through Stockholm to Skansen, seat of the festival



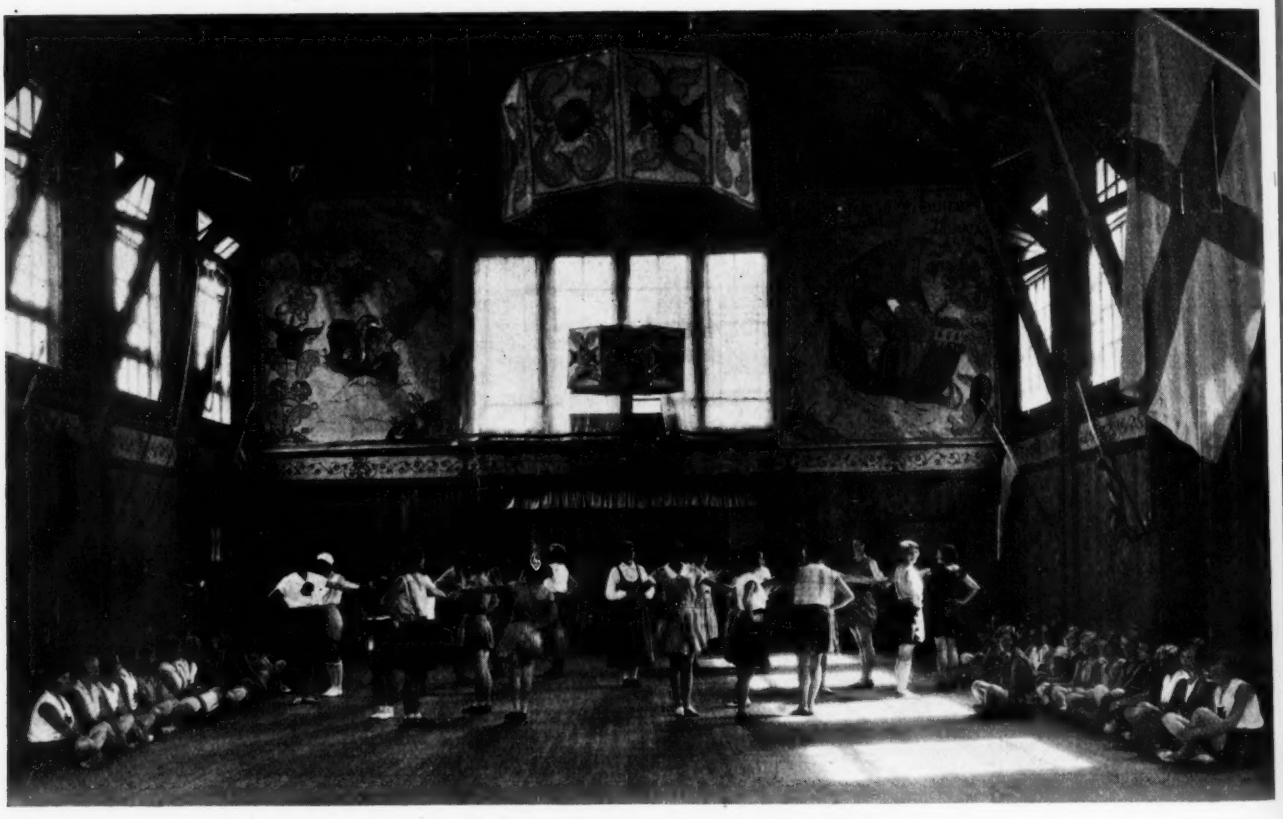
SUMMER HOME EXCURSION OF THE "RING"

Many places of this nature are maintained by the "Swedish Folk Dance Ring"

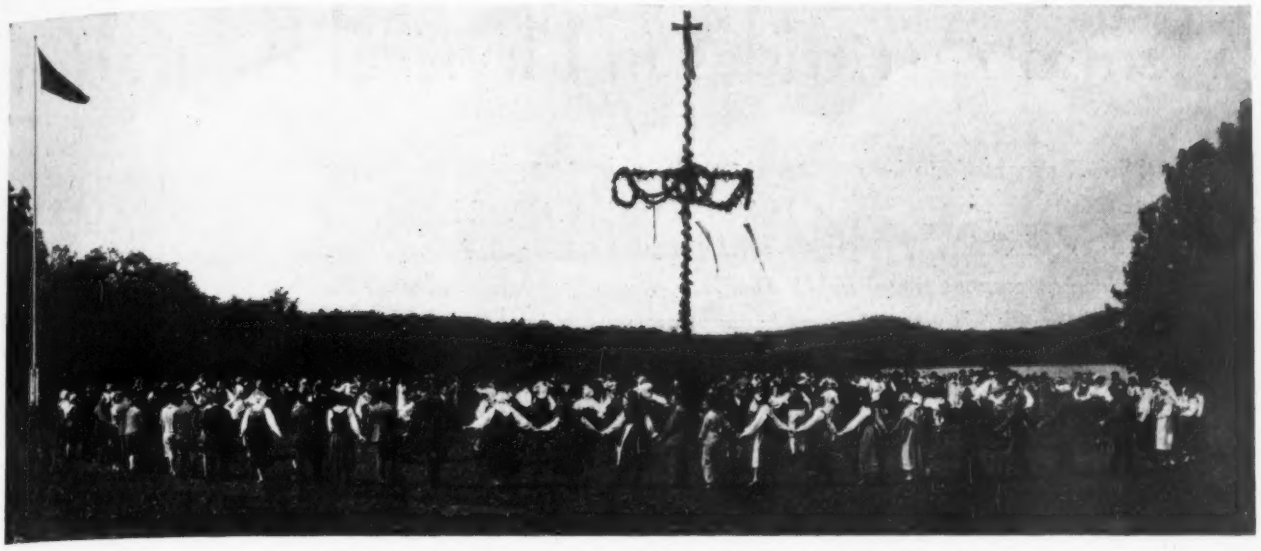
heads" played their singing games. At another place guests from Finland, Aland, Norway and Denmark were dancing some of their national dances. Old as well as young participated, and the spirit was as high and the steps were as light among the grayhaired dancers as among the twenty-year-old blondes.

On the Swedish countryside this is not at all an unusual picture. Midsummer, which is a big festival time in Sweden, is always celebrated with folk dances and singing games around the Maypole. The Swedish Folk Dance Ring and "Nääs" Institute have contributed more than anything else toward making the old song games and folk dances known and popular and reinstating them in an acknowledged position among the recreational activities of the Swedish people. More and more has one come to understand the national and ethical values that lie hidden in these old games and which make them important means of education.

I do not know if it was due to the little article about "Professional Vacationing in Sweden" which appeared in this magazine last spring that so many American educators left "the beaten tourist track" of Europe to pay Naas a visit last summer. Naas has a great many things of interest to offer, but the strongest impressions and the most beautiful memories a visitor carries away with him after a



INTERIOR OF THE PLAYHOUSE AT NAAS



DANCING AROUND THE MAYPOLE, NAAS, AT MIDSUMMER

summer day spent at Naas are the song games and folk dances in which the students take part in the evenings. On the large field, over which the setting sun sends its last rays, the wide ring of dancers is moving—sometimes slowly and sometimes in fast measures. The colorful costumes which the dancers wear are beautiful to the eye and the old melodies which accompany the games are pleasingly tuneful. The smiling landscape of sparkling watercourses, verdant meadows, and pineclad slopes makes the frame for this picture. It is one of the most beautiful national symbols of Swedish life which here is etched into one's memory!

The oldest Swedish song games usually date back to 1500 or 1600 and have the same age as the folk costumes. The song games as well as the costumes have gone through many changes, and at present they show many variations of the same original theme. Most of the games are ring games. Young and old join hands and form one large ring; all sing the song while those who go inside the ring carry the dramatic content of the game. Sometimes one finds that it is a certain situation or event that originated the game, but mostly it is the daily work of the peasants which has been more or less strongly dramatized; or again, it may be that the game portrays the different changes in life such as gladness and sorrow, meeting and parting,—

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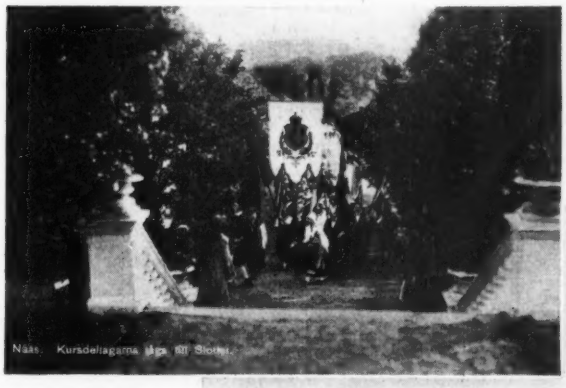

(To the left)
Students at Naas Marching Up to the Castle

(Below)
Wooden Shoe Dance at the Open Air Midsummer Festival

Concerning Naas

Naas Castle, as the old manor-house generally is called, is visible for miles around. The massive foundation dates back to the Middle Ages but has since passed through radical alterations and repairs. In the passed centuries the manor-house has belonged to distinguished Swedish noblemen (Ulfsparre, Natt och Dag, Cronskold, Oxenstierna). In 1868 the property passed by purchase into the hands of the wealthy Gothenburg merchant August Abrahamson. Here in 1874, he founded a manual training school which later developed into

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Mental Attitudes in Physical Education

By
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MODERN progressive education is today laying stress on subject matter and considerably more stress on method. In place of emphasizing scholastic pedantry and formal education measured by the amount of knowledge gathered from books, we find the emphasis placed upon the cultivation of dispositions (mental attitudes) favorable to creative thinking and mental and physical health. Skills and knowledge are not slighted, but the teacher is becoming more concerned about the "by-products" or attendant learning which accompanies every task. That the physical education program developed certain mental attitudes aside from physical health and vigor has long been known. This has frequently been called "character development." To find some psychological basis for this claim is the aim of this paper.

C. C. COWELL

At the very outset, the mental attitude of the student is a determining factor in his response. With the attitude of self-confidence he is likely to succeed. With the mental attitude of fear he is apt to fail. Thus, the mental attitude is comparable to a physiological state which Jennings[1] found to be one of the strong determining factors in behavior. Book[2] found that the mental attitude of the learner determined the quality and character of his responses quite as much as the problem set by the teacher or as did most of the stimuli over which the teacher had no control. Pestalozzi said "Secure the love of the child and his education is an easy matter." In his experiment with higher educational methods at Rollins College, Dr. Hamilton Holt[3] emphasizes the fact that no man can get an education by being a sponge. "The necessary thing is for the professor to have the respect and admiration of his pupils, to inspire them with his personal enthusiasm in his subject—not merely to be teaching a science, but to teach students. The best teacher in most colleges is the football coach."

Not only is learning, at the very outset, conditioned by the mental attitude of the student but while he gathers skills and knowledge he is building up mental attitudes. These attitudes are important factors in the mental life of the individual in limiting the range of effective stimuli, in facilitating or inhibiting others. Superior intelligence can often be analyzed into the functioning of certain correct mental attitudes which permit the selection of elements relevant to the problem. While the student is engaged in a task, he builds up attitudes toward the situation he faces, toward his schoolmates who help or hinder him, toward himself as a success or failure. Other mental attitudes may result such as tendencies to be calm or nervous, to be bored or interested, to persevere or to "give up" easily, to be self-conscious or absorbed in the task, to work rapidly or slowly, to cooperate or be independent, to be decisive or procrastinate, to be scientific or logical or to be unscientific and illogical. These and the many other "by-products" of study are the factors that are carried over into other situations of life and form schemes of orientation for the individual. Here the real value of his education receives its test in his attitude toward his life work and toward society and its problems. His happiness and the happiness of those with whom he comes into contact will be more largely determined by these mental attitudes that have previously been described than by the few unrelated bits of knowledge he has gained in the educative process. These factors alone determine the individual's adjustment, and fulfill the requirements for right education and mental health.

ATTITUDES are largely related to emotional life and its resulting action of putting the organism into such a physiological state that it can do things which it could not do at other times. Conduct is at basis a matter of feeling. The mental attitude, then, is a possibility for acting and in a general sense for thinking and feeling also. When we consider what effect the autonomically controlled factors such as interest, incentive, fear, confidence, etc., have upon the learning process, we cannot regard these facts lightly. Education appears to be a process of "conditioning." When an athlete is in his best form he says that he is in "condition" or is capable of bringing forth the appropriate responses in reaction to various stimuli. He has learned to eliminate the undesirable responses. We are constantly called upon to transfer the correct response to new stimuli originally not related with the

[1] See bibliography at end of article.

appropriate response. This involves the phenomenon of transfer of training.

Unfortunately, many of our schools and colleges still retain the old idea of formal discipline. According to this ancient idea, positive transfer always occurred. Memorizing Latin verse had a marked effect in acquiring skill in geometry; mathematics enabled the embryo lawyer more methodically to arrange his evidence; and, reasoning in ethics aided him in reasoning in economics. These old assumptions are not backed up by scientific data. Coover's[4] exhaustive study on "Formal Discipline" and his examination of most of the available data concerning the relations between mental processes showed the fallacy of the old ideas. The general effect seemed to rest more directly upon "modes of mental processes" than upon the material of experience, and seemed capable of description largely in terms of emotional and volitional attitudes and of the control of attention—itself a mental attitude. Certain attitudes developed in one operation were helpful in another.

Evans[5] found that the ability gained by reacting to a particular stimulus with a particular distraction is a great aid to the subject's reacting to a new stimulus with the same distraction. Here it seemed to mean the ignoring of the non-essentials for the sake of the essentials. "The essentials have been brought to the front by the development of certain valuable habits. The development of these habits has been in opposition to the influences of distraction." Here we have developed the attitude of attention. Useless reactions have been repressed early in the practice period. With this ability to ignore the non-essential stimuli comes a certain feeling of self-confidence and self-reliance which stimulates the subject to active interest in the work. "It is the attitude or adjustment which makes transfer possible. We could expect little or no transfer to result from practice if an attitude or 'set' or neutral adjustment which has been previously acquired could not be used in the new situation." Consideration of some of the facts concerning transfer convince us that the mind as a whole is not trained as a unit. The ability to react, form adjustment, discriminate and reason is not "generally" trained by exercise upon a single specific task. Only the attitudinal tendencies are carried over and become selective factors by orienting the organism so that certain stimuli are more effective than others. Past experience is so interpreted because of this "neuromuscular pattern" or attitude that reaction is more apt to follow the certain definite line of training.

With the realization of the importance of the development of permanent mental attitudes and interests, Burnham[6] insists upon the integration of the personality that makes right adjustment possible, as a positive educational aim. Similarly, Paton[7] would measure success in education "by the direction given to the emotional currents, the growth of volitional activity, and the awakening of a few abiding interests. All tendencies in modern progressive education aim at the development of a personality rather than a "learning machine." Personality is a collection of mental attitudes. These are acquired by facing situations (stimulating moments) personally, as a wrestler meeting his opponent, or the miler running his race, or in a group cooperation in team games. *Social attitudes are developed solely by training in social situations which call out these attitudes.* Let a man become interested in his fellows, work with them, cooperate with them and certain mental attitudes are developed which act as selective agents to control the behavior of the individual in his group relations.

THE great and serious error of old, in considering the student merely as a "learning machine," lay in the overemphasis of his intellectual traits and in the underemphasis of his personality traits. The result is that man has made tremendous strides in conquering his environment and little progress in conquering himself. Our continued hostility between races and peoples, between religious groups, between employer and employe, and between the various other social groups, both great and small, attests to this great gap in human development. College presidents and other educational leaders have alike made this great mistake in considering the student merely as a "cerebral cortex." Things are changing. Where athletics were hardly tolerated before as being non-cultural and unnecessary, we now wonder how we were able to get along without them before, and physical education is now (or should be) considered an integral part of general education. Mental hygiene, that great ally of all education, points with a knowing finger to asylums, juvenile courts, prisons and other agencies so reminding of disintegration of the individual and the social groups. The old methods of overwhelming the student with a mass of abstractions have failed.

Gesell[8] in insisting upon the importance of fundamental symmetry and balance of development, mentions the priggish form of intellectual precocity observed in the "only child" somewhat victimized by the over-zealous mother. "Adolescence," he continues, "may find such a boy awkward, self-centered, persistent, argumentative, factual. Ordinary boys of his age may be scuffing up grass, playing violent football, taking long hikes, quarrelling, making foolish blunders. The 'only boy' finds prolonged exercise a bore, football too rough; moreover he is unduly scrupulous about his school work and his music; he has less time to waste. The boys of his age, however, find him out of their sphere and even out of their sympathy; they discern that he is naively simple in certain spots and superficially critical in others. With all his primness and intellectual advancement, he is not an all-round boy and may not be an all-round man because of the fundamental discrepancies between the development of his intellectual and his personality traits. From the standpoint of mental hygiene the full development of personality traits in the sphere of personal and social conduct constitutes an indispensable basis for psychological wholeness and health." *Physical education is in a vital position to round out the personality traits of the student.* Education comes from within and is not something imposed by discipline from without. Physical educa-

tion has both the means and the method for creating that sentiment which arouses motor impulses and tendencies, causing those progressive changes in behavior we call education. As a fundamental activity, it is in a large measure holding up its end of the educational "yoke" in administering to the "whole" student, making for physical and mental health and developing those mental attitudes which make for social interest, courage, cooperation, clear understanding of people, tolerance, and last but not least, self-knowledge and self-control, without which no one is sane nor has rational control over his own activities. To this end physical education is helping fulfill our modern Utopian dream of education in an age where social reconstruction is so obviously the crying need.

PHYSICAL education should be considered an integral part of general education and the same principles should apply to all. Thus physical education can learn much from general education; and general education, likewise, can learn many lessons from the pedagogy and results of physical education. Among these are:

(a) The need and value of a definite task for the student. The need for concrete and definite instructions on the part of the teacher. A boy going into an athletic event knows pretty well in advance what plan he is going to follow.
(b) The relation of kinaesthesis to learning. The great benefits of learning by doing.
(c) The control and training of affective incentives such as interest and the like.
(d) The benefits of self-chosen activity and self-developed interests. Self-responsibility.
(e) The recognition of and provision for individual differences.
(f) The close social contact between teacher and pupil.
(g) Considering the student as a psycho-biological unit, and not merely as a "cerebral cortex."
(h) The need for coordination between thinking, feeling and action. The classroom tells what the student thinks, the athletic field what he thinks, feels and *does*. "Actions speak louder than words."
(i) The value of the "intense effort," concentration.

TODAY the emphasis in physical education, as well as in general education, is being placed upon the development of healthy mental attitudes rather than upon scholastic pedantry.

The scientific basis for the development of right mental attitudes in physical education, especially team games, is as follows:

1. Man has a biological impulse to physical activity. The instinct of activity is basic.

2. Learning is rapid when inhibitions are absent. In play inhibitions are cast aside.

3. "It is the intense effort which educates." In play the concentration of attention is supreme. "Attention is the acme of integration." (Sherrington).

4. In self-chosen activity the organism is free to develop "according to the laws of its own being and in response to its own potentialities." This release of the organism from a form of tension has an effect upon the physico-chemical changes in the organism, with resulting changes in behavior.

5. In physical education the child is able to measure his progress. He knows the definite goal for which he is headed and profits by the incentive of progress. The study of the control of incentives in education is vital.

6. Acts of motor skill have great retention value.

7. Habits formed under strong emotional impressions have a very long retention value.

8. The conditioning (by the conditioned-reflex method) of the autonomic processes together with the apparent association with kinaesthetic processes, gives important data concerning learning by the "whole" organism. If a boy *feels* that by losing his self-control he is jeopardizing the attainment of his goal (success, victory, or the approval of his fellows) he is more apt to inhibit the undesirable tendencies to "lose his head." Conditioning is further aided by reward in the form of social approval and approbation and perhaps success in the form of victory or by punishment in being put out of the game for fouling and receiving the reproval of one's fellows, or by defeat. Here the autonomic apparatus is trained to differentiate the beneficial from the harmful stimuli. It is conditioned to react to the desirable tendencies and to inhibit the undesirable ones. Mention has been made of the great retention value of motor acts accompanied with emotional tone.

9. With every mental attitude an effective and motor attitude is an accompaniment, thus making the so-called "mental attitude" a "set" of the entire organism. Conversely, every affective attitude has its corresponding motor and mental attitude. One seldom, if ever, exists without the other.

10. Number nine gives us the significance of good muscular posture in its relation to mental and physical health. The organic sensations become synthesized so as to produce a feeling of well-being throughout the whole organism. Cutaneous sensations are likewise active. (Example: The zest for living and the tendency to see life sweeter, coupled with the permanent attitude of cleanliness, as the result of a game well-played under a blue sky is not without scientific foundation. This game with its social contacts, followed by an inviting shower bath and a rub-down highly involves organic, cutaneous and kinaesthetic sensations. These are not without their reflex effects.)

11. The conditioned response and "the consciousness of kind" account for many of our social attitudes, likes and dislikes. In games this training is much more effective because of the conditioned reflexes developed. The broad range of emotions and social impulses aroused in sport give more opportunities for conditioning attitudes.

12. Integration in the social group is at a relatively high level in team games when each individual fills that position in which he can perform best. Cooperation is for a common goal.

13. In activities of physical education there is no gap between emotional activity and action. From the standpoint of mental health, this is vital to the integration of the personality. Motion is the end and aim of integration, in that integration requires the completion of thought and feeling by expression in action. Hence purposeful activity leads to the integration of the per-

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Project Method in Teaching the Dance

By
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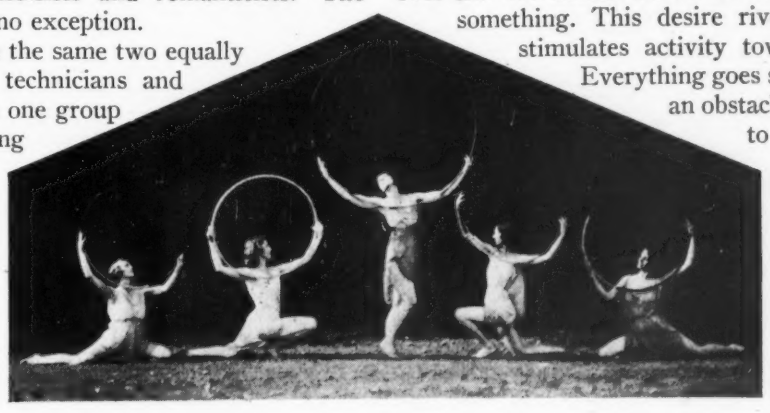
Miss Marsh is the author of "The Dance in Education," "Fountain of Light" and "Festival Days."

MOST teachers know that the latest approved method of teaching anything is the "Project Method." But just what the Project Method is and how it should be applied to a particular teaching problem is not always so clearly understood. I find this especially true among teachers of the arts. But this is natural, for the teaching of art has always been thrown out of focus by the constant battle between the classicists and romanticists. The teaching of dancing is no exception.

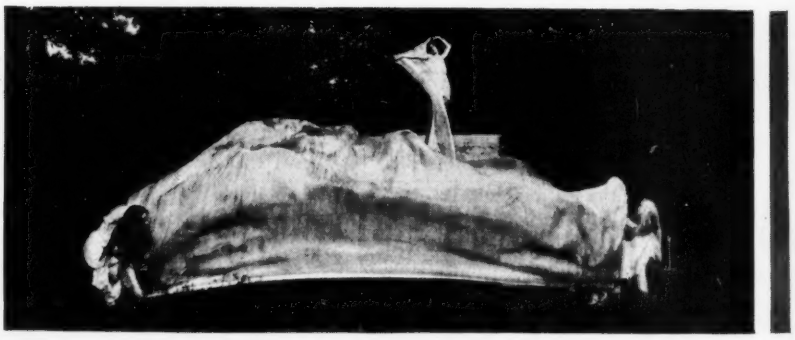
In the dance we have the same two equally erroneous camps, the technicians and the expressionists. The one group drills the students long and hopelessly on the so-called technique; the other denies technique and allows the students to float long and aimlessly about the dance floor. The unhappy results of both these methods are well enough known to us to open our minds to a new method of teaching, especially one that aims to combine quite impartially the strong points of both points of view.

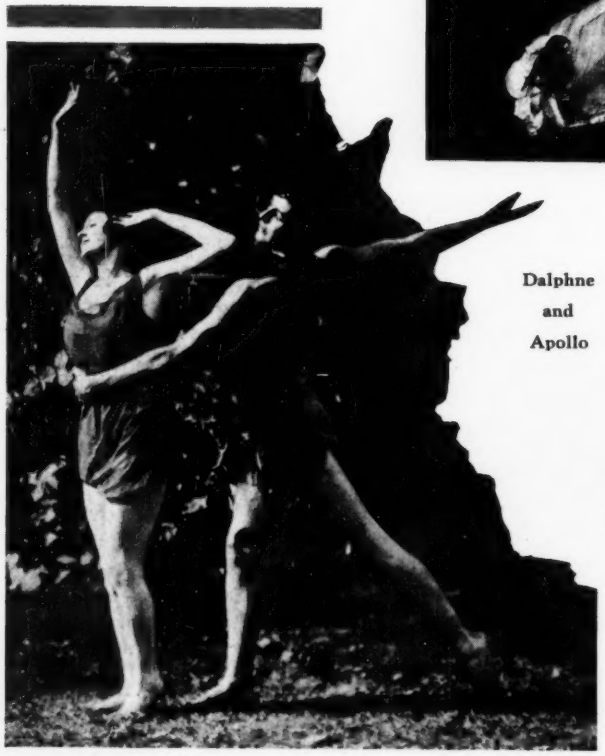


The project method of teaching is the natural psychological procedure of learning. It is what we all would do quite naturally if no well-meaning but short-sighted pedagogue was standing over us. We decide we want something, or want to do something. This desire rivets our attention and stimulates activity towards its satisfaction. Everything goes smoothly until we meet an obstacle. We are then forced to stop and consider ways of overcoming the difficulty. We analyze the situation, try a variety of possible solutions until we finally hit upon the one that leads us to our goal. When we get what we want

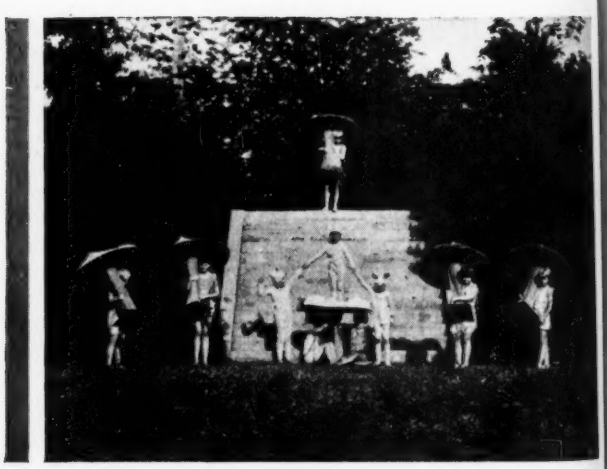
Many of the pictures used in this article were taken at the State College of Agriculture, University of Georgia

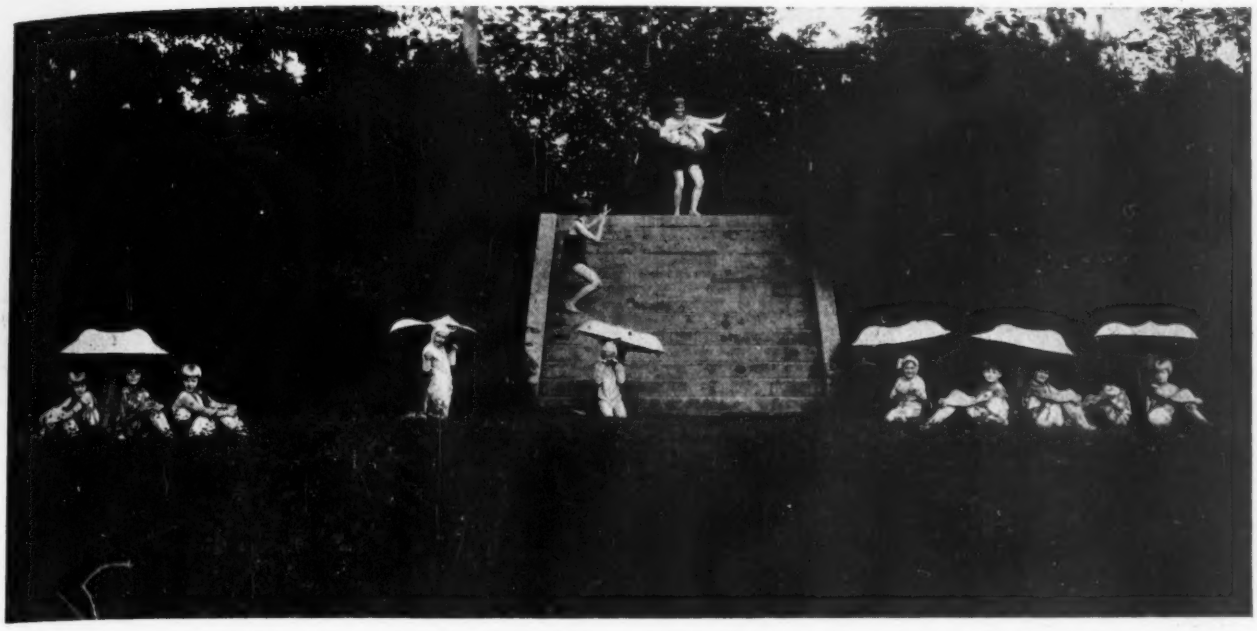
Dance of the Waves





Dalphne and Apollo



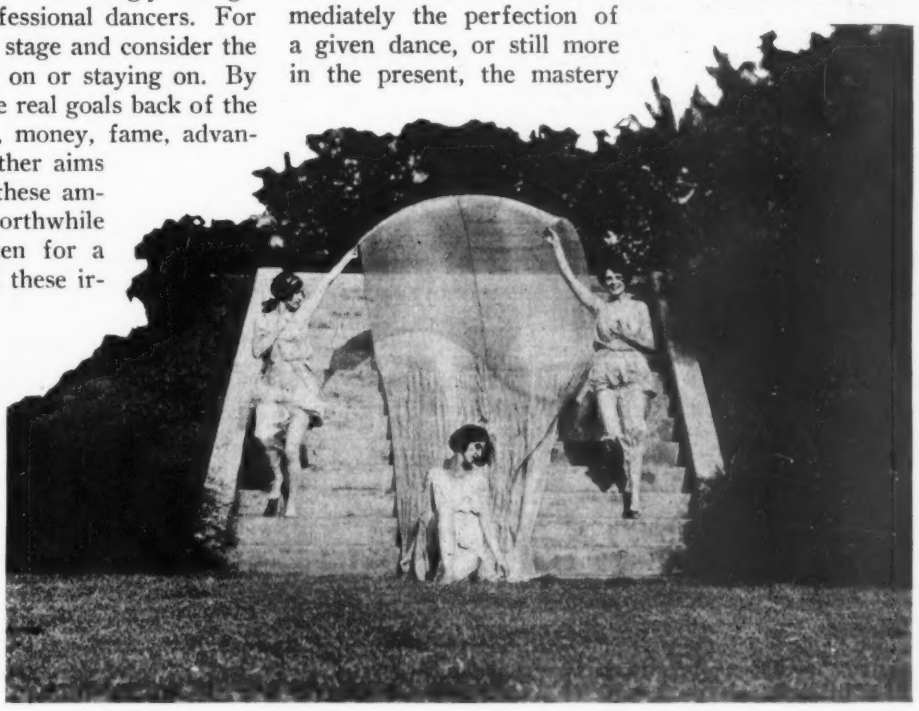


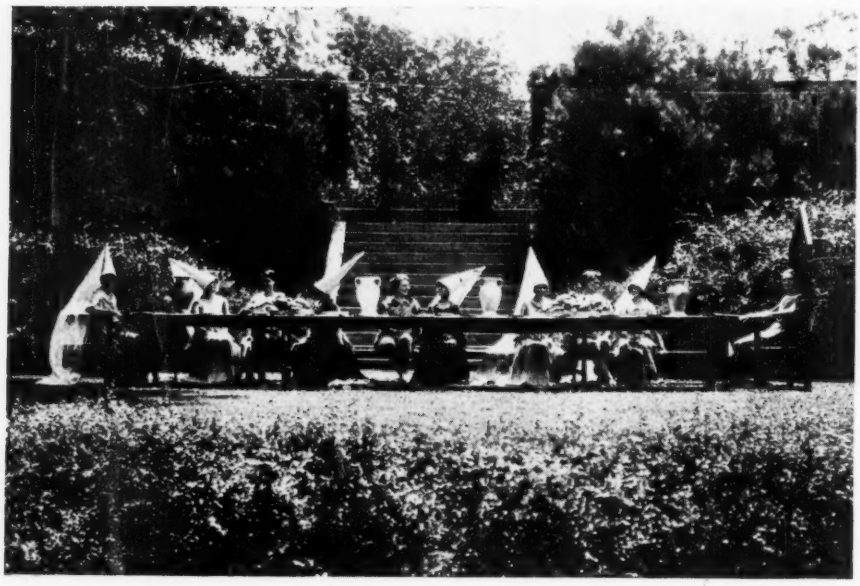
we experience great satisfaction, even joy, and that particular set of habits is complete.

The first step in the Project Method, then, is to arouse in the student this desire to accomplish the given goal. From the dancing teacher's point of view the first duty is to stimulate and thereafter keep alive in the student a desire to dance. In the school systems where dancing is taught to everyone, regardless of whether the students want to learn to dance or not, the problem of interesting the group in the dancing goal becomes one of the most important phases of the teaching.

In the professional schools, we are apt to take for granted that the students have this desire to dance or they would not be there. Unfortunately this is not always true. I have found the most amazingly foreign goals in the minds of these professional dancers. For instance, they want to go on the stage and consider the dancing just a means of getting on or staying on. By questioning further, one finds the real goals back of the stage to be a good time, travel, money, fame, advantageous marriage and various other aims quite apart from dancing. All these ambitions are quite normal and worthwhile but they should not be mistaken for a desire to dance. Apart from all these irrelevant motives, the students must be given a deep interest in the art itself if they are to make any outstanding contribution to the art of the dance. In other words, the first part of any subject to teach is the love of that subject. The time to teach technique comes much later because technique is only interesting and valuable to students when they feel the need of it to accomplish something they want. Forcing it on unenthusiastic pupils only makes them dislike the subject without giving them any but the most superficial attainment. A thrilling introduction to dance art can be given by encouraging the students to attend excellent dance recitals, by interesting them in worthwhile articles and books about the dance, by allowing them to experiment with dance projects of their own conceiving. The clever teacher will always be on the lookout for new ways of inspiring her pupils with the ideal of dance art.

The big, ultimate goal of beautiful dance art, however, is much too vague a concept for most students to hold in mind for any length of time. The wise teacher will constantly help the students to form specific and immediate goals which will eventually lead toward the ultimate one, for instance, a dance recital, or more immediately the perfection of a given dance, or still more in the present, the mastery





of a particular movement. This emphasis on goals of graded immediacy is one of the fundamentals of good project teaching. The success of the student depends largely upon the skill with which the teacher grades these projects toward the ultimate goal.

If the first step in launching the dance project is carried out properly, we will find the students ready and even enthusiastic for the second or technical phase of the work. Let me once more stress the necessity of building up this enthusiasm. Unless the students come to this second stage interested in the subject and inspired with a series of goals, they will soon lose interest in the strenuous work of this phase and fall out of the ranks. A large per cent of students who drop out of dance classes through the year could be kept if the teacher would postpone the technique until she had aroused the students' intrinsic interest. But once the students' interest has been aroused, and work on a series of graded projects has been begun, the time for technique has arrived. Moreover, the students will be the first to realize it and will often ask the teacher to give technique.

THERE are so many erroneous ideas of technique that it might be well to remind ourselves that, after all, technique is merely the best way of doing anything. It follows that there are as many techniques as there are things to do. One may accomplish a perfect execution (that is, the technique) of a certain group of movements, say the run, the leap and the skip, but still be unable to perform a pirouette. On the other hand, I have had students who had mastered the technique of the typical ballet movements and were still unable to walk with any technique at all. That is to say, they were neither graceful nor efficient when they walked. It is amazing to note at this point how little carry-over there is from one accomplishment to another. In other words, the old law of transfer of training which teachers have believed in so long and so hard, has been pretty well exploded. For example, a child may learn to point her toes beautifully in a *petit battement* at the bar but fail utterly to point them when she executes a *tour jete*, unless she has specifically learned to point them in connection with this leap turn movement. This one fact has made a radical change in good teaching. Instead of separating the technique into the first fifteen or twenty minutes of the lesson, we should incorporate it into the teaching of each movement. Moreover, each movement should be incorporated into a dance, and each dance into a larger dance project like a dance drama or ballet. Exercises should only be given to initiate movement coordinations. Once the coordination is under way it should thereafter be connected up with the time and place it is to function.

The so-called ballet school, with all the priceless wisdom of its tradition, tends to postpone connecting up its technique with the actual dance until the student has spent years in technical training. This of course is a great waste of time and takes much of the joy out of learning, but worst of all it tends to produce sterile, uninspired results. On the other hand, the so-called natural school, with all its fine emphasis on the creative, wastes time by not progressing to the technique stage and makes bad habits by allowing the student to learn entirely by the trial and error method. The Project Method succeeds in combining the best of both points of view. It keeps the creative impetus of the natural

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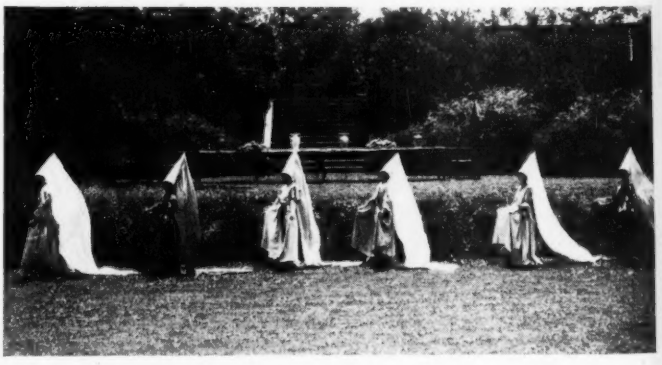

Child Health and Protection

White House Conference—Section III-E. Committee on Recreation and Physical Education

Chairman: Colonel Henry Breckenridge

HEREDITY has done its job. Prenatal care has safeguarded the preparation for entry into the world. Obstetrical skill has attended birth. Sanitation brings pure water, clean milk. Dietetics guides the feeding. Immunization wards off many dread diseases. Fewer and fewer children die in infancy. The child is born. He does not die.

To live is more than to exist. Life is action—physical, mental, moral. It is the child's life of action that concerns us; what he does—what he ought to do—how he ought to do it—what facilities should be supplied—what guidance—who should lead him in his life of action and how those leaders should be trained.

A right perspective of the matter brings optimism. Thousands of volunteers are enlisted. Millions of treasure have been spent. In 140 institutions of higher learning 10,000 students are preparing for a life of service in the programs. The states by law are placing physical education in the curriculum of the schools. The cities are spending money for playgrounds and parks. Lay agencies are serving 11,000,000 children during out of school hours. States are bidding their people to the open life in state parks. The nation, in domains of special beauty and grandeur, established great spaces for the inspiration and recreation of the vacationing citizen. A vast amount is being done. A vast amount remains undone. The large task remaining is not a reason for pessimism. It is a challenge for action. It is a call for steadfast progress in the march to the goal of a perfect program for the physical well-being of childhood.

TO begin with, there is a strange paradox. The efficiency of the program of Recreation and Physical Education diminishes as you follow it back from its application to the youth of 18 years (the age limit of our present study) to the infant. It is better in the secondary school than in the elementary school, and when you come to the pre-school child it nearly disappears. Current expert opinion criticizes this condition. The neglect of the pre-school child is held even more serious than his neglect at a later age. His life is his play. His work is his play and his play is his work. Until recently his case was left to the home. Would that it might safely be left there. But modern life decrees otherwise and supplemental aid is found necessary. So we have the nursery school and kindergarten. We find progressive playground supervisors setting aside special space for young children, and supplying suitable play implements and good leadership. But a small tithe of the little children are yet to be reached by those progressive measures. Much parent education is needed. The cause of the pre-school child must be brought more forcibly to the seats of higher learning. Leaders must be trained for this special field. How little attentive care is given to the pre-school child in the curricula of the 140 universities and colleges preparing the 10,000 students for leadership in recreation and physical education! This condition should be improved.

Some research is being carried on, but there is no field more in need of scientific investigation. The pre-school child has always been with us, but as a problem in education only recently has he challenged our attention.

THE child has a right to play. A simple statement. None will deny it. But he must have the *space*. In a city there should be about an acre of play space for every 100 inhabitants. Its location is important. It must be accessible. It must be supplied with proper implements and apparatus. And red tape should be cut to afford its maximum use. School gymnasia and playgrounds should be made available for use after school hours. Newly built schools should have plenty of outdoor play space. It will never grow larger, but the buildings may encroach upon it.

The child must have *time* to play and be *taught* to play. Legislation should put physical education into every school curriculum. School administrators should see it properly executed in the curriculum. A daily time allotment of at least thirty minutes should be required in the elementary schools and one period per day in the junior and senior high schools. This time should be exclusive of recess. Physical education is an integral necessity of a sound curriculum of education. Basic instruction is as much the responsibility of the school curriculum as the three R's. One must learn to read in school to read out of school.

The program must be adapted to the individual. Pupils should be classified according to their capacity and needs and should be marked and promoted on the basis of satisfactory accomplishment as in any other study.

The child goes to school. Unless one of the minority that attended the kindergarten or nursery school, he probably comes in contact for the first time with a program of recreation and physical education. In the public school probably he is the object of a law which states that physical education must be part of the curriculum. In a good school he will enjoy frequent relief periods. He will have at least a half hour daily of supervised physical activity during school hours. At recess he will be encouraged to play and protected in his equal rights on the playground. He will not be shoved into a corner by the older and more active pupils. But

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The Journal of
HEALTH *and* PHYSICAL EDUCATION

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

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Vol. II **MARCH, 1931** **No. 3**

A Question for Play Day Administration

THE trend in girls' athletics today seems very decidedly toward the Play Day rather than toward varsity competition. The women leaders in physical education have very wisely steered away from the problems that are inherent in intensive inter-school competition. Until the physical and emotional effects of athletic participation upon women are better known, these leaders are determined to oppose the development of women's athletics along the lines that have been followed by the men. Men's athletics originally developed from student enthusiasms and it was therefore quite natural that many of the problems could not be foreseen and that the restraints with which varsity competition has been surrounded have come as aftermaths rather than as foresights. It is commendable that women leaders have accepted the examples in men's athletics and have tried to plan ahead for all contingencies.

An unbiased observer would surely approve any sort of play day as opposed to a narrow varsity program. Yet the same unbiased observer is entitled to question whether the play day representing the other extreme of competition, where players of all schools are intermingled at random on the same teams, will prove the most beneficial and lasting. It is true that many reports have been made as to the success of this type of program but in the main they have been of occasions where younger children took part, at an age when school spirit is dormant, and in types of games with little team work.

It is true that the more one knows about a game the better he likes to play it. It may be fun to pick up a scrub team and go to the gymnasium for a short session of basketball, but it is much more fun to go with friends and develop a sort of technique to try on other groups. The varsity is one extreme in which the team is developed in technique to the place where play borders on work; but, on the other hand, the team which is made up of unacquainted members of varying abilities and no knowledge of each other's methods is the other extreme in which play dies of inanition.

The conclusion, therefore, is that the ideal Play Day will give sufficient stress to the perfection of individual skill and team play to make the occasion most enjoyable. If a large number of teams in various sports should compete in a play day against a similarly large number of teams from other schools, the interest would be so largely divided that there would be no concentrated attention on the efforts of any one team. If each player were limited to one team, and each team to one game, there certainly could be no danger of over-excitement or over-strain. Even though each game might count a certain number of points toward an all-day total, still the focusing of player-attention and of crowd-interest on any single event would be lessened and the main objections of those who decry the excitement of championship games would be removed.

Apart from the greater zest to the participants when they represent their school, there would seem to be other values in team unity and team loyalty that should be given expression. Physical education teachers feel that the situations created in their activity programs are constantly offering training in such attributes as teamwork, cooperation in a common cause, loyalty, and sportsmanship. Yet to be loyal, there must be something tangible to which to be loyal; and to be sportsmanlike, there must be something to be sporting about. Temptations must be present if the boy or girl is to develop the will to restrain. One of the greatest assets of competitive play is that it produces social situations in which the player must develop self-discipline and self-control. When no one particularly cares who wins or loses the opportunity to train in these desirable qualities is largely lost.

The proponents of the impromptu team plan urge that their plan of mixing strange players together has a superior advantage in creating friendliness, courtesy, and sociability. Yet these should be present in any game; and, in addition, a Play Day should offer added opportunities for these exchanges during the luncheons, dances, and entertainments which complete the day.

The true solution of the situation seems to lie in "moderation." The Play Day has undoubtedly been a distinct contribution of the women's departments to a program of sound extra-school competition. In looking ahead to its future development, however, the leaders in girls' athletics should be on their guard to avoid too artificial methods of play as well as too strenuous ones.

The Staff of the Journal

SINCE January first, Miss Lurene Prouse has been assistant to the editor of the Journal. Miss Prouse, who is a member of the physical education staff at Michigan State Normal College, is on a year's leave of absence and is taking work toward a higher degree in the sciences. She is handling matters in relation to women's interests and physical education for the Journal, and in addition she has assumed charge of the book review department.

To expedite correspondence to our offices we also direct our readers to Miss Elizabeth Henry for questions regarding subscriptions and to Mr. E. E. Lofberg for matters pertaining to printing and author's proofs.

The Children's Charter

President Hoover's White House Conference on Child Health and Protection, recognizing the rights of the child as the first rights of citizenship, pledges itself

—to these aims for the Children of America—

FOR every child spiritual and moral training to help him to stand firm under the pressure of life

II. For every child understanding and the guarding of his personality as his most precious right

III. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home

IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer

V. For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water

VI. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained

VII. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching

VIII. For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care

IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs

X. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction

XI. For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

XII. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly

XIII. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met

XIV. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life

XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps

XVI. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy

XVII. For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities

XVIII. To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations

XIX. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

(*a*) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers

(*b*) Available hospital beds

(*c*) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard

FOR EVERY child these rights regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

"Fear" Psychology in Swimming

By

I. W. SCHERER

Graduate Student,
Department of Physical Education
New York University

AN analysis of the factors which induce such a fear of water that floating in four feet of it is temporarily impossible shows the following three possibilities. First, the personally felt association to a condition of asphyxia which arouses fear, as explained by Crile[1] is possibly due to having slipped in a bathtub[2] or having been ducked by an energetic mother in infancy, or a still more recent association to an accident in water. Secondly, are the more distant associations; for instance, witnessing a drowning or having heard of one, with the attendant injurious conditioning of both cognitive[3] and reflexive origin.[4] And, thirdly, it is a peculiar fact that floating in water is analagous to an unbalanced position on account of the seeming lack of support to the beginner's body. Watson,[5] although not very certain of the cause of this fear[6] or even of its existence, mentions it; and Sherman,[7] experimenting with the loss of support stimulus in his attempt to find a definite descriptive correlation between a stimulus and emotional response in a group he tested saw at least some sort of emotional reaction. It is quite obvious that the unsupported condition of the body is different from the usual state of gravitational equilibrium. This equilibrium induces a mind set or kinesthetic body set which, if disturbed, will produce an emotional reaction.

Such emotional reactions may be accounted for in any one of several ways, and many outstanding students of the subject have explained them on the basis of various and conflicting theories. For example, James Lange[8] and other peripheralists would attribute the emotional reaction to a summation and blending of sensations coming together from efferent stimuli of visceral organs and neuro-musculature; on the other hand, the centralists, who may be represented by Cannon,[9] hold that the emotional reactions are the result of the expression of definite native neural patterns residing in the thalamic region of the brain. Sherman,[10] while studying the external reactions of infants could not find any particular bodily expression for any so called popularly named emotion. Dashiell[11] in a review of the literature on the visceral components of the emotions felt that present studies show that most of the emotions are characterised by quite the same bodily reactions or changes in that no one particular emotion as fear, joy, etc. has a physiological pattern of its own.

The origin of emotions is thought by some to have a phylogenetic or evolutionary history and to be inherited, while the strict behaviorists conceive it as developing in the individual as a result of training and the influence of environment. Then there is the teleological view that emotions were given to us for a definite purpose while the opposing mutationists, on the other hand, suppose them to have arisen by accidental change in the species.

The above issue is of particular interest to the physical educator. Shall he stay with Cannon[12] and say that the game is necessary for providing stimulation of the emotions which give power for the necessary conflict in life or shall he agree with Marsten, Lazell, Crile[13] and others that constant emotional stimulation induces nervous exhaustion and ruins many systems of the body?

Interesting as the scientific dialectics may be to students of the emotional field, practical instructors must pass on to concentrate upon the bare method of successfully combating fear resistance. In view of the conflicting theories mentioned and of the evidence to date, it is difficult to explain why subjects who refuse to float behave in the water as they do, except by vaguely referring it to generally exaggerated functioning of the organism. The writer, therefore, will merely impartially describe some of the physiological and psychological reactions noticed and also the method which was successful in reducing the evident overt behavior and induce a floating position in over a hundred cases within a ten-minute instruction period. As for the appended psychological explanations the reader must bear in mind the unsettled state in the sphere of emotions and merely accept the explanations given as the reasoning process used in order to arrive at the method employed; for, to the mind of the writer, these psychological explanations are likely to be merely the accidental logical concomitants of an efficient plan or method.

When I asked a beginner who would not float on the surface of the water to do so without properly graded conditioning the following reactions were displayed; a faster heart beat, quickened breathing, grasping, clutching, reactions described by Cannon,[14] rigid skeletal musculature, taut brow, general tension,[15] and nervous exhaustion.[16] In the water the beginner cannot fight nor flee and, as a result, the super-abundance of energizing substance induces the harmful nervous

[1] G. W. Crile: The Origin and Nature of Emotions (1915) p. 25.
[2] J. B. Watson: The Psychological Care of Infant and Child (1928) p. 67.
[3] C. Tolman: The Nature of the Fundamental Drives. Journal of Ab. Psy. and Soc. V. 20 (1926) p. 353.
[4] I. Pavlov: Conditioned Reflexes (1927) p. 25-26.
[5] J. B. Watson: Conditional Emotional Behaviour. Journal of Exp. Psy. (1920) No. 3. P. 3.
[6] Watson: Psychological Care of Infant and Child, Pg. 27.
[7] M. Sherman: Differentiation of Emotional Responses in Infants, Journal of Comp. Psy. (1927, No. 7 Pg. 268 Table).
[8] James-Lange: The Emotions, Psychology Classics, 1922, Vol. 1.
[9] Cannon: Bodily Changes in Pain, Hunger, Fear, Rage, 1929, Pg. 368.
[10] Sherman, Pg. 282.
[11] Dashiell: Are there any Native Emotions? Psychological Review, 1928, 35, Pg. 319.
[12] Cannon. Page 226, 229 & 239.
[13] Crile: Pages 30, 174, 64, 188.
[14] Cannon: Pgs. 2, 3.
[15] P. T. Young: Studies in Affective Psychology, American Journal of Psychology, 1921, 32, Pg. 51.
[16] Crile: Pg. 25.

exhaustion, which Crile describes. Due to the strain of the circulatory acceleration, a young lady who suffered rheumatic heart, reported pains in the heart the moment she stood in two feet of water (the water was not cold). One young man acted as Landis[17] would expect in a severe emotional upset, vomiting, belching, tiring, etc.

Having briefly described some of the more important reactions noticed when the beginner is in the water, let us now turn to the method used to eradicate these reactions and the possible psychological explanation for it.

Command 1.—"Get into the water and flounder about as though you were in the bathtub."

It seemed that a method which could begin with a wholesome, everyday acquaintance with the feared object and then build upon this accepted relation by a gradual system of progression would insure a new condition, a harmonious and quiescent relationship. The subject soon has his whole body submerged in a foot and a half of water, and is kicking about at ease in a mental poise akin to his non-resistive association in the bathtub. A great number feel exuberant and take the whole procedure lightly, jesting, laughing, etc., and wondering what can be next. Thus we have produced an agreeable "gestält" which does not allow the stimulus, water, to arouse exaggerated behavior, but the same stimulus is already part of an organized gestalt[18] of agreeableness. It is upon this new relationship that the conditioning process is built.

FIGURE 1

Command 2.—(Fig. 1) "Get into a frog position."

For some peculiar reason, impersonal, short, and disciplinary measures seem to be more efficient in psychological cases than the usual informal, persuasive methods. Perhaps the subject is in a mental set which is responsive to dominance. While I am not advocating dominance as a method of teaching, I have nevertheless used it successfully in these cases.

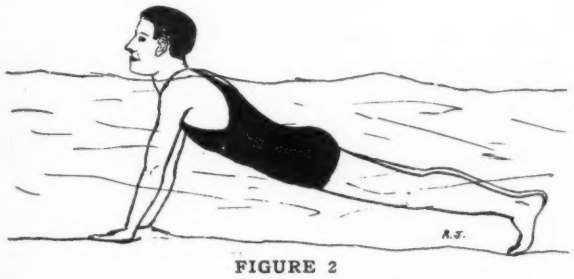

FIGURE 2

Command 3.—(Fig. 2 and 3) "Extend the feet backward and allow them to float."

The beginner is already feeling the sensation of floating and is learning to tolerate a seemingly unbalanced position.

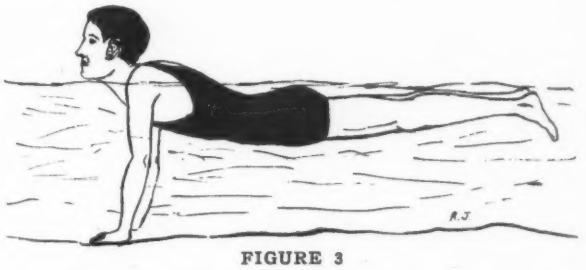

FIGURE 3

Command 4.—(Fig. 4) "Place your head into the water and count five."

The hands are still on the ground, thus retaining confidence by support. If the subject refuses to put his

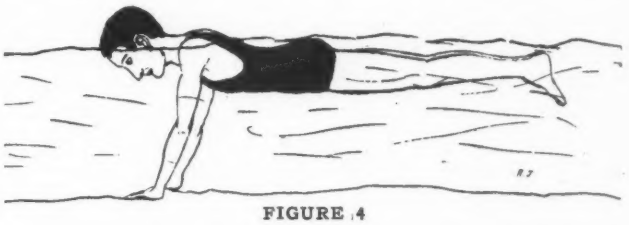

FIGURE 4

head in the water ask him to put his chin in, then his mouth, nose, and eyes, and finally his head. It is indeed surprising how many of those, who at first refuse to put their head into the water in this obviously safe position, will do so when progressive steps are used.[19] Counting five gives them an objective which helps them keep their head submerged for this space of time. They are then asked to count ten, then fifteen, then twenty. A great number of the cases looked slightly flustered but much of their former abnormal activity was less evident. Perhaps Watson's idea of constant stimulation inducing habituation[20] to such a point[21] that the stimulus object causes a weaker response, or Dodge's[22] more de-

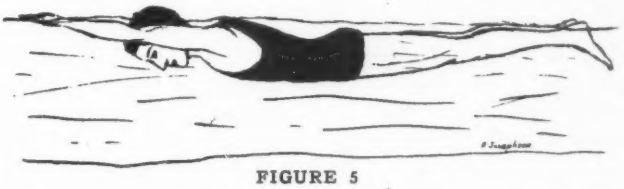

FIGURE 5

tailed explanation of the same theory wherein he states that constant stimulation during a refractory phase of an emotional reaction can only bring forth a devitalized response, may account for the seeming adjustment to the water. Another possible aid is the fact that rivalry[23] exists if the lessons are given to a group, the competitive spirit induced being helpful in attaining the goal set by the instructor.

Command 5.—(Fig. 5) "Now listen carefully, concentrate on what I am saying. Count five with your

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[17] C. Landis: Studies of Emotional Reactions in Severe Emotional Upsets. Journal of Comparative Psychology, 1926, V. 6, No. 3, Page 241.
[18] W. Kohler: Gestalt Psychology 1929, Chapter VIII.
[19] Pavlov: Conditioned Reflexes 1927, Page 396.
[20] Watson: Conditioned Emotional Behavior, Page 12.
[21] Dodge: Habituation and Rotation. Journal of Experimental Psychology 1923 No. 6 Page 32.
[22] Dodge: The Problems of Inhibition, Psychological Review 1926, V. 33, Page 7.
[23] Dashiell: Fundamentals of Objective Psychology 1928, Page 435.

The Game of "Squash"

By

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SQUASH racquets had its inception in England, at Harrow School, about the middle of the nineteenth century. The game was used in training the young for Racquets. The ball, being soft, emitted a squashy sound on striking the wall, from which the name "Squash" is derived. Squash, or baby racquets, at Harrow, and fives, as played at Eton and Rugby, were the outstanding schoolboy games of this nature. Fives is similar to our handball, in one form played with gloved hands, and in another form played with a wooden bat shaped like a racquet, but without strings, called bat fives. Present day squash is the result of an evolutionary process having its origin in the Rugby Fives, whose courts had back walls, while those at Eton had none.

Squash tennis seems to have been originated in Boston. A Rugby fives court was built at the Boston Athletic Association in 1888, but the game was found to be so strenuous that the club members soon began to bat a lawn tennis ball around the court, for exercise, using a tennis racquet. In this way squash tennis began, being played with a lawn tennis ball and a small lawn tennis racquet made expressly for the new game by Wright and Ditson. The forerunner of the present squash tennis ball, a mesh-covered affair, made by the same firm, was introduced at this time because the lawn tennis ball was found to be too lively. The quick success of the new game led to considerable court construction in and around Boston. These courts were slightly larger than the fives courts and approximated the former standard squash tennis court in size.

But the inevitable happened! Someone brought squash racquets from Philadelphia, where, at the Racquets Club, probably the first squash racquets courts in the United States had been built previous to the introduction of squash tennis in Boston. This game took such a hold on Boston that the squash tennis courts were soon changed for squash racquets. However, in behalf of squash tennis, it is fair to state that in Boston, as in Baltimore, Chicago, New York and other cities throughout the country where it was later introduced, squash racquets did not get started until squash tennis had prepared the way by providing the courts. In New York, the real stronghold of squash tennis, it is only within the past few years that the growth of squash racquets bids fair to equal squash tennis. With the increased activity of women at the present writing, numerically, at least, squash racquets should exceed squash tennis enthusiasts in New York. Cincinnati is the last outpost of squash tennis and with the compromise movement made last summer between the national governing bodies of the two games squash racquets has made its beginning here. In all probability it will soon outstrip squash tennis, as has been the history of the two games in every city other than New York.

The reason for the dominant popularity of squash racquets is that it can be learned more readily than squash tennis and with more satisfaction during the learning process. The ease with which a novice may gain a modicum of playing ability in a few lessons as contrasted with the long arduous hours of practice necessary in squash tennis to procure the degree of proficiency essential to a good game, is the primary reason for the mounting preference for squash racquets. Few other sports permit such fundamentally vigorous exercise in so short a period of time. From three to five games of squash racquets may be played in the conventional half hour session. In this alone it is exceptionally adapted for physical education programs. Further, it can be played from the early teens to the sixties, and perhaps longer, and by both sexes. And it is an ideal game for intramural and inter-collegiate competition.

Paradoxically, though called squash tennis, the game as now played has little in common with lawn tennis. The speed at which the ball travels makes it come off the walls at bewildering angles and with diverse spins. The ball is about the size of a lawn tennis ball, mesh-covered, and inflated to a pressure of from 45 to 50 lbs. per sq. in. In lawn tennis the play is continually before one. In squash racquets there is little side wall and back wall play. In squash tennis the play is all around one, the ball coming at bullet speed from behind as well as in front and caroming off side walls, and front and rear wall at difficult angles. It is this diversity of shots that perplexes the novice and makes teaching such a difficult proposition. Only constant practice over a period of years will enable an individual to secure the ability to play this distinctly American game to its utmost possibilities. It is the writer's opinion that, with the proper coaching, squash tennis could be made so intensely interesting to the college age individual that it would be added to the list of Varsity sports. Here is a court game that has a peculiar appeal to this age level, as it almost can be classified with "bodily contact" activities, which have their strongest interest at this age.

THE difference between the two games is due largely to the difference in the balls. As a result, and though they are played in the same court, they are distinctly different. There is no use putting forth the argument that one is faster than the other, or that one requires more powers of endurance than the other. To do so would start an endless discussion. The squash racquets ball is sluggish, consequently one must cover a great deal of court. In squash tennis the ball is exceptionally lively and a skillful player, by gaining the center of the court, may control the play by waiting for the ball to come near him. A premium seems to be on pivoting ability and hard-hitting in squash tennis, the latter not

being as well rewarded in squash racquets, though many champions are hard hitters. In both games accuracy is highly desirable, and in both closely matched players may leave the courts almost exhausted on completion of their match. It is a question of whether one likes to play squash tennis and does not like squash racquets, or just the reverse. It is a matter of individual choice.

Teaching Methods

IN teaching a beginner, the first thing, after explaining the object of either game, is to demonstrate the grips. One can use either the Eastern grip, "shaking hands with the racquet," keeping the face vertical to the floor, or the Continental grip, which calls for the racquet face to be slightly angled backward. Do not teach the Western grip, as this gives a top spin to the ball. Topped strokes are highly undesirable in both games. Whether the Eastern or Continental is used, have the fingers nicely spread in grasping the racquet, and carry the handle more in the fingers than in the palm of the hand. In squash racquets a back spin should be added to nearly all shots, as this brings the ball down more quickly when it strikes the front wall, and tends to keep the ball in play longer when a side wall is included. A topped ball will come off the front wall in an arc, giving what is called a "set-up." Also, on hitting a side wall such a ball tends to drop sooner than a flat or back spin stroke, and may not make the front wall as a result. Not all shots should have back spin, especially in squash tennis. Therefore, the least one should try to develop are flat strokes.

One of the most important phases of either game is footwork. As a general rule, face a side wall on each shot, whether it be backhand or forehand, forehand volley or backhand volley. Play the ball off the front, or leading foot, that is, the foot nearest the front wall, and at racquet's length from the body. The general angle of the body, that is the relation of the shoulders to the position of the feet, will determine the usual lines of flight of the ball. However, the better players are exceptions and often play off the "wrong foot" to outwit their opponents.

In squash tennis the service is even more of importance than it is in squash racquets, as it is only on one's service that any points may be earned. In squash tennis service to the left court is usually made overhand and with slice, so that the ball will hug the left side wall, bouncing near and in front of the service line, play the back wall and, if it does not fall dead in the back court, come forward still hugging the left side wall. When serving to the right court serve underhand, also with slice, so that the ball hits just in front of the service line and comes in low and hugging the right side wall. Any service other than one close to a side wall is usually "killed" by the opposition or returned in such a fashion that the server is put on the defensive. Good service is the greater part of squash tennis.

In squash racquets it is much more difficult to score aces on the service than in squash tennis. Consequently, it is essential for the server to so place his serve that his opponent cannot return it with any reasonable degree of accuracy. Speed, a change of pace, and accuracy are the requisites for good serving in squash racquets. Inasmuch as services may be volleyed it is wise to cultivate serves that are difficult to volley. Service may be overhand or underhand, and off the forehand or backhand, according to choice. As in squash tennis, the idea is to keep the service as close to the side wall as possible.

In both games the straight up and down shots along the side walls, played either soft or hard, are fundamental shots. From two to six inches above the tell-tale is the right height to strive for. In squash racquets it is best to have just enough pace on the ball so that it will bounce twice before hitting the rear wall. This same shot may be made in the middle of the court in squash tennis, but should not be attempted in squash racquets.

Again, in both games the cross court shot is one of the basic shots. This is made from either one's forehand or backhand to one's opponent's backhand or forehand, depending upon the position into which one has worked his adversary. From the side to the middle of the front wall to the opposite side is the path of this shot.

The sidewalls should get little play in squash racquets, as this tends to bring the ball into the middle of the court, which is just what one's opponent wishes. However, in squash tennis the side walls are played continually, the lively ball making it a game of angles.

Round-the-wall shots are of varied nature in squash tennis, being possible in the fore-court, side wall to front wall to side wall; and in the back-court, generally beginning at the front wall, to a side wall, to the rear wall, to the opposite wall. This is a four-wall combination. A five-wall shot is possible when the ball is played hard to either side wall close to the front wall, the ball then travelling from the side wall immediately to the front wall and then to the opposite side wall, from there to the rear wall and thence back to the wall originally played, but well in the back-court.

In squash racquets round-the-wall shots are less numerous, only a few three-wall combinations occurring. On the service, and during play, the ball may come off the front wall above the service line and then take in a side and rear wall, or rear and side wall, depending on the angle and speed of the shot. Compared to squash tennis there is relatively little back wall play in squash racquets.

IT is in squash racquets that a delicacy of touch and dexterity in wrist work may be capitalized, as contrasted with the sledge-hammer strokes required in squash tennis. The drop shot, one of the prettiest shots in the game, one requiring nerve and beautiful timing, is a highly rewarded stroke when successfully executed, as it generally proves an ace. After being hit, the ball describes an arc, playing the front wall just above the tell-tale on the downward flight and going dead fairly close to the front wall. The companion shot to this in squash tennis is really a "slow ball." But it must hug a

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Games for Parent-Teacher Associations

By
W. G. ROBINSON
District Representative of the National Recreation Association

FEW things prove the universal inclination to play more than the way any group of children or adults will join in a well planned and well directed program of social recreation. High School pupils, bank employees, lunch club members and their wives on Ladies Night, social workers, Grange members, Parent Teacher Association members—these are some of the varied groups that have used such games to take away the formality of a social evening.

Parent Teacher Associations especially have found such programs valuable. At national and state meetings, as well as at the meetings of local associations, games have proved their worth in increasing attendance, making for friendliness, and improving discussion by removing self-consciousness. They are recommended in Parent Teacher literature as part of the social program.

Most teachers of physical education have some knowledge of such games and by readiness to lead in them at Parent Teacher meetings will find not only an opportunity of real leadership to their community, but also an opportunity of demonstrating to an important group of tax payers some of the values of the play that forms part of the physical education training of their children. They must keep in mind, however, that the adult must be approached and directed in a very different manner than the child. Adults are there for fun and not for training. Exactness of execution is not necessary; directions must not be given as from a teacher but as from a member of the group; the director should join in the games, never direct attention to mistakes but cover them up, change games before the group is tired of the one they are playing. He must have the assurance that comes from having ready a well planned program with easy transitions from game to game, from knowing that any needed equipment is on hand, and from having gone over with his pianist the music that will be needed.

Attention is necessary for directions and the whistle will sometimes need to be used, but the best way to learn a game or a folk dance step is by seeing it; and in this case, as in others, actions speak louder than words.

There is a large and increasing list of books of social games suitable to groups and occasions of all kinds. I have found the following three particularly useful: "Recreational Games and Programs," National Recreation Association, 315 Fourth Ave., New York City, 50c, "Handy," Church Recreation Service, Delaware, Ohio, $2.50, "Twice 55 Games with Music," C. C. Birchard Co., Boston, Mass. 15c.

The following games I have found especially adapted to Parent Teacher meetings. Most of them can best be used in a gymnasium or a large cleared space, but some of them can be played in a class room. They were originally mimeographed for distribution to Parent Teacher Associations in Michigan and Ohio in response to numerous requests for such material. No originality is claimed for the material, which is found in one or the other of the books named. Leaders should remember to:

1. Plan a definite program in advance, keeping in view the size of the room and the number likely to be present.
2. Be sure the pianist and necessary equipment are on hand.
3. Change the games before the group is tired.
4. Keep control of the group—carry an air of assurance—secure attention and quiet for directions.

1. Grand March

Fig. 1.—*The Bridge.* (1) The two lines meet and come up the center as partners. (2) Stay with partners, first couple goes to right, second to left, third to right, etc. (3) Come up in fours, i. e., two couples. (4) Divide again twos, i. e., couples. (5) When these two lines of twos meet at the far end of the room the line of couples at the director's right forms a bridge by holding inside hands high while the other line passes under it. Both lines continue marching all the while. When all the left hand line has passed under the bridge of the others, the latter drop hands. Then when the two lines meet again at the director's end of room the other side forms bridges, and the former bridges pass under.

Fig. 2.—*Arching Over and Under.* First couple on the left forms an arch, the first couple on the right going under. Then alternate, moving over and under throughout the line, all couples doing the same.

Fig. 3.—*Snake Trail.* Come up in fours, then eights, stopping with four feet between each line. The lines should be kept together by holding hands tightly. The persons at the end of the line on the director's left are to take the hand of the person at the opposite end of the line in back of them. Each line must remain in position until the preceding line picks them up. The director takes the hand of the person at the left end of the first line, turns sharply to the left and marches up and down each "alley" (space between the lines). Each line is picked up as the trail continues. After passing the last line, the leader must circle his line so that they face the center of the hall as they slide around the outer walls of the room. He completes the circle by joining hands with the last person of the last line of eights.

2. Introduction Stunt; Bunch of Keys

Form a circle around the room with one extra person in the center who assumes the role of starter. The starter must hold in his or her hand a bunch of keys, or some article which, when dropped on the floor, will make sufficient noise to give a signal for all to resume their original positions in the line. (Whistle can be used). The game is played as follows: The starter steps up to a person in the line, calls out his own name and asks the other party to do the same. They then shake hands and the starter continues to the right, shaking hands and introducing himself to every second person in line. The person he has met starts in the opposite direction introducing himself to every second person. Each person as he is met starts in the opposite direction from which the person who met him came. The game goes on in this manner until the whole circle is mixed up and the starter gives the signal (by dropping the bunch of keys) for all to resume their original positions in the circle. The last per-

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In Answer to "WHY CRAMP COMPETITION?"

By GRACE B. DAVIESS
Assistant Professor of Physical Education
University of Cincinnati

I READ with interest in the January number of the JOURNAL Miss Gitting's article on "Why Cramp Competition?" It is extremely well written and the arguments are stated in a most convincing manner. While I in no sense wish to take up cudgels against Miss Gitting's viewpoint, I feel that there are other important considerations that must be taken into account. Any idea that is so different from the prevailing thought and practice is conducive to discussion. Since this article is printed, the discussion must also appear in written form, although a verbal "pro and con" by many would be more constructive.

Aside from any other reasons, this discussion should arise because of the present stand in opposition to intercollegiate competition taken by such organizations as the American Physical Education Association (Women's Section), the National College Directors Association (Women's Colleges), and the Athletic Conference of American College Women. While it is quite true that the National Amateur Athletic Federation is not opposed *if* every student is given a chance to participate, the "if" clause is very apt to be lost sight of when varsities begin to function. For years we have tried to inculcate in our students, especially in our professional major students, the belief that the intercollegiate team is not an expression of the majority. Now are we ready to refute all of that, depending on separate individual judgment as to whether an intramural schedule justifies the varsity team in each school situation? When we consider the ideal situation, as Miss Gittings is doing, we must also give thought to the other extreme that is apt to follow in less favored places. We must so define what we mean by "total student participation" that our standards will apply to all situations. It is the extremes in inter-school competition that we decry, and they must be reckoned with.

Many women's colleges, although having an intramural schedule that adequately takes care of most of the girls, have wisely not countenanced the varsity because many have felt that in some ways the colleges help set standards which the high schools will follow. And aren't we all interested and busy trying to help the interscholastic situation in high schools? If colleges should make too sudden and drastic a change just at this time, when more and more high schools are forsaking interscholastic competition, would it not set back the high school program—in fact "go back on" the high school attempt to better its organization?

As I say, I am not refuting Miss Gitting's argument here. I am merely asking,

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By ANNE F. HODGKINS
Field Secretary of the Women's Division
of the N.A.A.F.

IN the January copy of the JOURNAL appeared an article, "Why Cramp Competition," which argued for intercollegiate competition for women. For many years the policies of the Women's Division have been opposed to varsity competition.

In the first place, varsity teams actually do cramp competition by giving only a handful of girls an opportunity to enjoy the zest and exhilaration of competition. At last, in this great democracy, we are beginning to realize what democratic education really is. In terms of the White House Conference, it is for *every child* that we must work—to give *every child* the same opportunity in education, health, character training. If we wish to progress in physical education, we must move with the times; to change now to a system which specializes on the few star performers would mark us as out of step with present day trends.

The strongest argument for the Women's Division is that it works for mass participation—a game for every girl—competition for all. Since this is so often impossible in intercollegiate competition, intramural competition was advocated. I shall never forget the first time I saw field hockey played by high school girls, and was told by the instructor that she had seventy hockey teams instead of one varsity team, and for the first time I realized the excellent organization of an educational system which gave every girl an equal opportunity. One or two varsity games a year for the social enjoyment of the girls might be heartily commendable, but since as Miss Gittings says, the lessons learned from vital competition such as varsity games are keener than in intramural games, then why give only a few these outstanding opportunities? Why not varsity competition for all? Play days were designed to provide the *best* of varsity competition—a chance to meet other schools in social contact—a chance to compete in many games and sports, not basketball alone, to increase one's horizon by meeting girls from several schools, not only one. To think of girls in a Play Day "As sheep huddled and bleating in their little play meadows" means that the author has never seen a real play day which has been well organized, carefully managed, competently carried through with most of the planning and execution left in the hands of the students. Such play days as these have been held in hundreds of cities and have been immensely popular, and most successful.

From Miss Gittings' article, one would imagine that the N.A.A.F. platform and standards were nationally established and accepted. Unfortunately, this is not the case. In colleges, *yes,* but in high schools and even

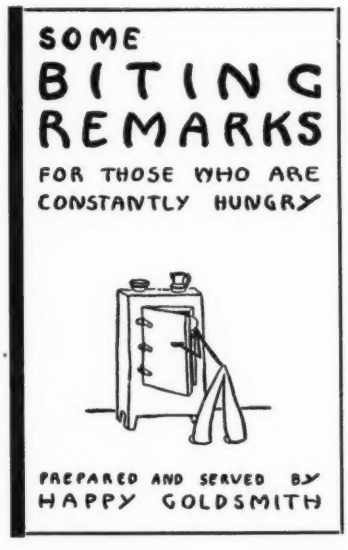
(Concluded on page 63)

OPPORTUNITY *at the* CONVENTIONS

NOBODY likes to buy books sight unseen. At the Conventions all of our books, new and old, will be on display. We hope you will find time to visit us and give such books as may be of particular interest to you, careful examination. Remember to ask for our new catalogue which is described in the other page of our advertisement.

Hungry?

We have just published a little book that will not fail to separate you from the price of a good lunch. The author, Happy Goldsmith, has flavored and colorfully illustrated this delightful appetizer. Happy shows us sound principles of nutrition in a humorous way. It is humor with a purpose, but if you don't like the humor, you still have the purpose, or vice-versa. Be sure and see it at the Conventions, or at your bookstore. The price of a good lunch ought not to be more than Seventy-five Cents. With that in mind we have cut costs and will deliver "SOME BITING REMARKS" for that sum. "The Proof of the Pudding is in the Eating" and the proof of this bit of humorous wisdom is in the reading.



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CONVENTION » SECTION

SOUTHERN DISTRICT SOCIETY
LOUISVILLE, KENTUCKY
MARCH 11, 12, 13, 14
Program contained in February issue of the Journal

» «

EASTERN DISTRICT SOCIETY
TRENTON, NEW JERSEY
APRIL 29, 30, MAY 1, 2
Program to be published in April issue of the Journal

NORTHWEST DISTRICT SOCIETY
SPOKANE, WASHINGTON
APRIL 9, 10

» «

MID-WEST DISTRICT SOCIETY
DETROIT, MICHIGAN
APRIL 1, 2, 3, 4

Joint meeting with American Physical Education Association

American Physical Education Association

36th Annual Meeting, Detroit, Michigan, April 1, 2, 3, 4

Headquarters: Book-Cadillac Hotel

Be sure to purchase a Railway Certificate.
(See last page of Convention Section)

Pre-Convention Meetings

1. Mid-West Association of Directors of Physical Education for Women in Colleges and Universities, March 30 and 31.
2. Women's Division of the N.A.A.F., March 31 and April 1. (For programs see last page of Convention Section)
3. Trips of Inspection and Sightseeing, March 31 (afternoon).

Convention Program

Admission to Any or All Functions by Convention Badge Only

WEDNESDAY, APRIL 1, 1931

Morning

Registration—Loggia—Ballroom Floor.
Tours of City—Auto Plants, Belle Isle, etc.
Visitation of Physical Education Work in Detroit.

Noon

Luncheon Meeting of Council of Middle West Society of Physical Education, Room H—Ball Room Mezzanine.

Afternoon

DISCUSSIONAL DEMONSTRATIONS

Chairman—Mr. J. H. McCulloch, Michigan State Normal College, Ypsilanti, Mich.
Miss Jane Mayer, Chairman Local Committee.
1:50—5:00 *Modern Trends.*

All demonstrations will be held in the large Roosevelt unit, consisting of the Central High School, the Durfee Intermediate School and the Roosevelt Elementary School. Transportation will be provided from the hotel to the unit. Detailed outlines stressing the outstanding items in each lesson will be distributed.

1. Roosevelt Elementary School.
   1:51—2:24—Primary Lesson.
   2:24—2:57—Sixth Grade Boys and Girls.
   2:57—3:30—Discussion.
2. Durfee Intermediate School.
   2:05—3:05—Girls and Boys Programs.
   3:05—3:50—Discussion.
3. Central High School.
   2:35—3:20—Girls and Boys Programs.
   3:20—3:50—Discussion.
4. Basketball Officiating for Women.
   1:45—2:30—Central High School—Girls' Gymnasium Program by Women's Athletic Section, Chairman, Miss Gladys Palmer, Ohio State.
5. Swimming for Women.
   3:45—4:45—Durfee Intermediate School—Program by Women's Athletic Section. Chairman, Miss Gladys Palmer, Ohio State University.
6. Swimming for Men.
   3:00—4:00—Central High School Swimming Pool. Scoring for Diving—Mr. George Graves, President, Mich. A.A.U., Member Olympic Committee. Methods of Teaching Swimming—Mr. Matt Mann, Swimming Coach, University of Michigan.
7. Polyrhythmics—Demonstration and Discussion.
   4:00—4:55—Central High School Gymnasium. Students of the Normal College of A.G.U. Chairman, Mr. Emil Rath.
8. Dancing.
   4:00—5:00—Durfee Intermediate School—Girls' Gymnasium, Natural Dancing Group. Chairman, Miss Ruth Murray, College of City of Detroit. Tosia V. Mundstock of the Wigman School of Germany will present a lesson to delegates who are interested in participating.

2:00 COUNCIL MEETING OF A.P.E.A.—Room B—Ball Room Floor.

Evening

8:00—9:30 GENERAL SESSION
Grand Ball Room

Presiding: Vaughn Blanchard, Public Schools, Detroit.

Addresses of Welcome

1. Frank Cody, Superintendent of Schools, Detroit.
2. Webster H. Pearce, Supt. of Public Instruction, Mich.
3. Dr. Burt Shurly, Pres. of Board of Educ., Detroit.
4. Honorable Frank Murphy, Mayor of Detroit.

Response: Mabel Lee, President of A.P.E.A.

Address: Dr. Hugo Freund, Detroit.

9:30—10:00 Demonstration—Mrs. Agnete Bertram and group of students from Copenhagen.
10:00—10:30—Reception.
10:30—1:00 *Dance*—Crystal Ball Room.

THURSDAY, APRIL 2, 1931

Morning

9:00—10:15 GENERAL SESSION
Grand Ball Room

A Critical View of Physical Education.
Presiding: Mabel Lee, President.
9:00 Greetings from the District Societies.
9:15 *"Integrating Physical Education"*—Nellie Lee Holt, Stephens College, Columbia, Mo.
9:45 *"Are School Principals Satisfied with the Present Objectives in Physical Education?"*—Dean J. B. Edmonson, Ph.D., School of Education, Univ. of Michigan.

10:20—11:50 SECTIONAL MEETINGS

I. BOY SCOUT SECTION
Room B—Ball Room Floor

Chairman: Vaughn Blanchard, Detroit.
10:20 *"School Scouting Program"*
A. D. Jamieson, Member of Scout Council, Detroit.
Discussion Leader: E. A. Wright, Scout Executive, Detroit.
11:30 *Annual Business Meeting.*

II. COLLEGE MEN'S SECTION
Blue Room—Lobby Floor

Chairman: Harold S. Wood, Director of Intramurals, Assistant Professor of Physical Education, Ohio State Univ.
10:20 *"Future Trends in Varsity Athletics"*
Fielding H. Yost, Director of Athletics, Univ. of Mich.
10:50 *"Trend and Needs of Redirection in the Aims of High School, College, and University Athletics."*
Dr. Harry A. Scott, Professor of Physical Education, The Rice Institute, Houston, Texas.
11:20 *"Sports in Europe."* Dr. Seward Staley, Univ. of Ill.
11:45 *Annual Business Meeting.*

III. WOMEN'S ATHLETIC SECTION
Crystal Ball Room

Chairman: Elmore Biggs, Director of Sports, Bouvé-Boston School of Physical Education.
Middle West Society Chairman: Helen Barr, Director of Physical Education for Women, Denison University.
10:20 *"Play of Children"*
Laurentine Collins, Health Educ. Dept., Detroit.
10:30 *Discussion Leader:* (To be announced later).
10:40 *"Athletics of Youth"*
Harriet Fitchpatrick, Supervisor of Girls, Cleveland.
10:50 *Discussion Leader:* (To be announced later).
11:00 *"Recreation of Adults"*
Bernice Miller, Y.W.C.A., University of Nebraska.
11:10 *Discussion Leader:* (To be announced later).
11:20 *Annual Business Meeting.*

Noon

12:00—1:50 CONVENTION LUNCHEON
Grand Ball Room

Short Speeches by:
D. Oberteuffer, State Dept. of Education, Ohio.
Ethel Perrin, American Child Health Assoc., N.Y. City.
J. H. McCurdy, M.D., Y.M.C.A. College, Springfield.
Margaret McKee, Supt. of Recreation, Des Moines.
Song Leader: C. D. Giauque, Ohio Univ.

Afternoon

2:00—3:30 SECTIONAL MEETINGS

IV. ADMINISTRATIVE DIRECTORS
Room H—Ball Room Mezzanine.

Chairman: A. P. Way, M.D., Supervisor of Physical Education, Public Schools, New York City.
Presiding: Harry Burns, M.D., Supervisor of Health Education, Pittsburgh, Chairman of Middle West Section.
(Program to be announced later)

V. DANCE SECTION
Room C—Ball Room Floor

Chairman: Ruth Murray, College of City of Detroit.
2:00 *Dancing in the Elementary Schools*
Dorothy LaSalle, Dir. of Health Educ., East Orange, N.J.
Discussion Leader: (To be announced later).
3:00 *Annual Business Meeting*

VI. RECREATION SECTION
Room B. Ballroom Floor

Chairman: William Burdick, M.D., Director of Health and Physical Education, State of Maryland.
Mid-West Chairman: H. G. Reynolds, South Parks, Chicago.
2:00 *"Is there not a Contrast Between the Competitive and Recreative Athletics of Girls?"*
Frances Musselman, Director of Chicago Normal School of Physical Education.
2:30 *"Should High School Athletics for Boys be at the Expense of the Community as a part of Education?"*
A. W. Thompson, Director, State of Michigan.
3:00 *Annual Business Meeting*

VII. RESEARCH SECTION
Banquet Room—Ball Room Mezzanine

Chairman: Arthur H. Steinhaus, Ph.D., Professor of Physiology, The Y.M.C.A. College, Chicago.
Summarizer: C. H. McCloy, Ph.D., Assoc. Prof. of Anthropometry and Physical Education, Univ. of Iowa.
2:00 *"A Fifteen Year Experiment in the Measurement of Physical Efficiency Among College Men."*
Frank L. Kleeberger, Professor of Physical Education, University of California, Berkeley.
2:45 *"The Present Status of Physiological Research in Physical Education."* Percy M. Dawson, M.D., Associate Professor of Physiology, University of Wisconsin.
3:15 *Annual Business Meeting*

VIII. THERAPEUTIC SECTION
Crystal Ball Room

Chairman: George Stafford, Dept. of P.E., Univ. of Ill.
Middle West Chairman: Margaret Bell, M.D., Director of Physical Education for Women, University of Michigan.
Summarizer: H. DeCook, Northwestern Univ., Evanston.
2:00 *"Recognition of the Prescoliotic"*
Carl E. Badgley, M.D., Surgeon-in-charge, Division of Orthopedic Surgery, Henry Ford Hospital, Detroit.
Discussion Leader: (To be announced later).
2:40 *"Relation of Physical Therapy to Physical Education."*
Willis S. Peck, M.D., Physiotherapy Dept., U. of Mich.
Discussion Leader: (To be announced later).
3:20 *Annual Business Meeting*

3:40—5:00 GENERAL SESSION
Grand Ball Room

"Health Education"
Presiding: Emil Rath, President of the Middle West Society of Physical Education.
3:40 *Greetings from Canada*
A. S. Lamb, M.D., McGill University, Montreal.
3:45 *"Health Education in Relation to Physical Education."*
Clair E. Turner, Dr. P.H., Massachusetts Institute of Technology, Cambridge.
4:15 *"Relaxation."*
Edmund Jacobsen, M.D., Research Associate in Physiology, University of Chicago.

5:00—6:00 ROUND TABLE DISCUSSIONS

1. *Grading in Physical Education*—Sample Room No. 7, 7th Floor. Leader—C. L. Brownell, Ph.D., Columbia.
2. *Graduate Work in Physical Education*—Room J. Ball Room Floor. Leader—A. D. Browne, M.D., Peabody Institute.
3. *Physical Examination for Boys*—Room G. Ball Room Mezzanine. Leader—J. H. Nichols, M.D., Oberlin College.
4. *Problems in Building Gymnasiums for Women*—Room F, Ball Room Mezzanine. Leader: (To be announced later).
5. *Redirection of School Athletics*—Room I, Ball Room Mezzanine. Leader—Carl Burkhardt, Director of Physical Education, Public Schools, Buffalo.
6. *State Play Days*—Room C, Ball Room Floor. Leader—Jessie Garrison, Acting Director of Physical Education, Alabama.
7. *Swimming Pool Sanitation*—Room B, Ball Room Floor. Leader—(To be announced later).
8. *The Minor Course in Physical Education*—Room K, Ball Room Mezzanine. Leader—H. H. Foster, Director of Physical Education for Men, Univ. of Washington.
9. *Vocational Guidance in Physical Education*—Room D, Ball Room Floor. Leader—(To be announced later).
10. *What Type of Dancing should be Taught in our Professional Training Schools?*—Room H, Ball Room Mezzanine. Leader—Marjorie Bouvé, Director of the Bouvé School of Physical Education, Boston.
11. *Women's Athletics*—Crystal Ball Room.
Leader—Helen Hazelton, Director of Physical Education for Women, Purdue University, Lafayette, Indiana.
Basketball—Eline Von Borries, Goucher College, Baltimore, Md.
Officials' Ratings—Helen Shedden, The Seiler School, Harrisburg, Pa.
Baseball—Gladys E. Palmer, Ohio State University.

Field Hockey—Harriet Rogers, Sweet Brier College, Va.

(Every teacher using rules as edited by the Women's Section on Athletics is urged to attend these meetings.)

Evening

8:00—10:00 PAGEANT

(By Detroit Public Schools)

"MORE THAN MACHINES"

I. The Machine — mammoth of steel, steam, and electricity.
1. Its power. 2. Its beauty.

II. The Machine—a mould in which workers have poured their experiences —vitality, strength, courage, cleanness, steel nerves, language, rhythm, and endurance.
1. Anglo-Saxons. 2. Slavs. 3. American Negroes

III. The Machine—throbbing, thumping, whirling, clicking, speed, system, method, order.
1. Free Play. 2. Stunts.

IV. The Machine—a world builder.

FRIDAY, APRIL 3, 1931

Morning

9:30—10:45 GENERAL SESSION

Grand Ball Room.

Character Education and Physical Education.

Presiding: Frederick W. Maroney, M.D., President of Arnold College, New Haven, Connecticut.

9:30 Summaries of sectional meetings.

9:45 *"The Character Values in Play and Recreation."*
Reverend Frederick B. Fisher, Former Bishop of Calcutta, India.

10:15 *"The Effect of Motion Study on Health."*
Mrs. Lillian M. Gilbreth, Ph.D., Consulting Engineer, Montclair, New Jersey.

10:50—12:20 SECTIONAL MEETINGS

IX. PUBLIC SCHOOL SECTION

Grand Ball Room

Chairman: Strong Hinman, Supervisor of Health and Physical Education, Public Schools, Wichita, Kansas.

Middle West Chairman: Vaughn Blanchard, Detroit.

Summarizer: (To be announced later).

10:50 *"Building Right Attitudes Through Physical Education as a Basis of Character Education."*
Jay B. Nash, Ph.D., Professor of Physical Education, New York University.

Discussion Leader: C. H. McCloy, University of Iowa.

11:30 *"A State Program of Health and Physical Education."*
W. G. Moorhead, Director of Health and Physical Education, State of Pennsylvania.

12:00 *Annual Business Meeting.*

X. TEACHER TRAINING STATION

Crystal Ball Room

Chairman: Katherine Hersey, Assistant Professor of Physical Education, Ohio State University, Columbus.

Summarizer: Mary Jo Shelly, Columbia University.

10:50 *"Essentials in the Selection of Teachers."*
Allen G. Ireland, M.D., Supervisor of Physical and Health Education, State of New Jersey.

Discussion Leader: Elizabeth Halsey, Univ. of Iowa.

11:15 *"Student Personnel Problems in Teacher Training."*
Charles Cowell, Professor of Physical Education, The Y.M.C.A. College, Springfield, Mass.

11:40 *"Significance of the Physical Education Program."*
Charles McKenny, President of Michigan State Normal School, Ypsilanti.

12:05 *Annual Business Meeting*

XI. Y.M.C.A. SECTION

Room B—Ball Room Floor.

Chairman: John Brown, Jr., M.D., Secy. of Dept. of Phys. Educ., National Council of Y.M.C.A., N.Y. City.

Summarizer: (To be announced later).

THE LARGE ROOSEVELT UNIT

where demonstrations depicting typical Detroit programs of physical education in the elementary, intermediate and high schools will be given

10:50 *"Individual Health Service in the Y.M.C.A."*
G. G. Deaver, M.D., Y.M.C.A. College, Chicago.

11:20 *"How can the Y.M.C.A. most Effectively Support Proper Standards and Ideals of Athletic Participation for Girls and Women?"*
Agnes R. Wayman, Barnard College.

11:50 *"Stimulating Research in the Y.M.C.A."*
C. H. McCloy, Ph.D., University of Iowa.

XII. Y.W.C.A. SECTION

Room C—Ball Room Floor

Chairman: Edith Gates, Director of Phys. Educ., Nat. Y. W.C.A., N.Y. City. (Program to be announced later).

Noon

12:30—2:30 *Group Reunion Luncheons*

All groups desiring luncheon announcements printed into the program should send a statement of name of group, name of luncheon chairman and place of luncheon to Mr. George Mead, Board of Education, Detroit, by March 15th.

I. Y.M.C.A. Directors luncheon at Detroit Y.M.C.A.
Chairman: John Brown, Jr., M.D., New York City.
Speaker: Archie J. Stearns, President of Y.M.C.A. Physical Directors Society, New York City.
(Make reservations for luncheon with chairman)

II. Sargent Alumnae Luncheon.
Chairman: Miss A. P. Franzoni, 1467 W. Gd. Blvd., Detroit.
(Send reservations to chairman)

III. Michigan State Physical Education Association.

Afternoon

2:45—4:00 GENERAL SESSION

Grand Ball Room

Philosophy of Physical Education

Presiding: Ruth Elliott, Ph.D., Director of Physical Education, Wellesley College, Wellesley, Mass.

2:45 Summaries of sectional meetings.

3:00 *"What is it all About?"*
E. C. Hartwell, Superintendent of Schools, Buffalo.

3:30 *"Teacher Training Problems and the Teacher at Work."*
Paul Packer, Dean of School of Education, University of Iowa, Iowa City.

4:00—5:00 ROUND TABLE DISCUSSIONS

1. *Athletics for High School Boys*—Banquet Room, Ball Room Mezzanine. Leader: (To be announced later).
2. *College Entrance Credit in Physical Education*—Room J—Ball Room Mezzanine.
Leader—Jackson R. Sharman, Ph.D., Associate Professor of Physical Education, University of Michigan.
3. *"Considering the Emphasis now being given to the Training in Skills, can Folk Dancing hold its Place in the Physical Education Program?"* Room G—Ball Room Mezzanine. Leader—Ruth Robinson, Dir. of Phys. Educ. for Women, Oregon Agricultural College, Corvallis.
4. *"Health Problems in the Public Schools"*—Room I, Ball Room Mezzanine. Leader: A. M. Kerr, M.D., Medical Supervisor, Public Schools, Pittsburgh.

5. *"High School Programs"*—Room H, Ball Room Mezzanine. Louis Kulcinski, State Dir. of Phys. Educ., Ill.
6. *"Physical Education in Special Classes"*—Sample Room No. 8, Seventh Floor. Herbert Grigson, Dir. of Phys. Ed. in Special Centers, Philadelphia.
7. *"Physical Education Problems of Junior High Schools"*—Room F, Ball Room Mezzanine. Leader: W. P. MacLean, J. Sterling Morton High School, Cicero, Ill.
8. *"Problems of the Director of Physical Education for Women in the Small College"*—Room K, Ball Room Mezzanine.
   Leader—Mrs. Mary Ella Lunday Soule, Dir. of Phys. Educ. for Women, State College, Athens, Ga.
9. *"Methods of Teaching Health Education in High Schools."* Sample Room No. 7, Seventh Floor. Leader: C. E. Kennedy, M.D., Township H. S., Evanston Ill.
10. *"Tests in Physical Education"*—Room B, Ball Room Floor. Leader: (To be announced later).
11. *"Women's Athletics"*—Crystal Ball Room.
    Track and Field—Amy Howland, Department of Public Instructon, Mt. Vernon, New York.
    Athletic Games—Doris White, Iowa State Teachers College, Cedar Falls, Iowa.
    Soccer—Florence Hupprich, Texas State College for Women, Denton, Texas.
    Volley Ball—Katherine Montgomery, Florida State College, Tallahassee, Florida.
    Winter Sports—Harriet Brown, Skidmore College, Saratoga Springs, New York.

5:00—6:00 Business Meeting of the Middle West Society of Physical Education—Grand Ball Room.
Presiding: Emil Rath, President. C. O. Molander, Sec'y.

7:00—9:00 DINNER DANCE
Grand Ball Room

9:00—10:15 AFTER DINNER PROGRAM
Toastmaster: Carl L. Schrader, Director of Physical Education, State of Massachusetts.
9:00 *"Test Not, That Ye Be Not Tested"*
"When is a Test Not a Test?"
Dudley B. Reed, M.D., Chicago University.
"Pro-Test versus Con-Test"
Agnes R. Wayman, Director of Physical Education, Barnard College, New York City.
"To What Extent Shall we De-Test 'Formal'?"
Frederick W. Maroney, M.D., President of Arnold College, New Haven, Connecticut.
"Shall We At-Test 'Natural'?"
Mary Channing Coleman, Director of Physical Education for Women, North Carolina College, Greensboro.
9:30 *"Play and Personality"*
Professor John L. Brumm, Head of the School of Journalism, University of Michigan, Ann Arbor.
10:15—1:00 Dance—Crystal Ball Room.

SATURDAY, APRIL 4, 1931

Morning

9:30—12:00 GENERAL SESSION
Grand Ball Room
Modern Trends
Presiding: James E. Rogers. Field Secretary, A.P.E.A.
9:30 Summaries of sectional meetings.
9:50 Business Meetings and Report of the Association Work for the Past Year.
10:10 *"Are We Becoming Overly Health Conscious?"*
Yes—Jesse F. Williams, M.D., Director of Physical Education, Teachers College, Columbia University.
No—John Sundwall, M.D., Director of Division of Hygiene and Public Health, University of Michigan.
11:00 Debate—*"Resolved that State Athletic Tournaments for High School Boys Should be Abolished."*
Affirmative—Frederick Rand Rogers, Ph.D., Director of Physical Education, State of New York.
Negative—William Burdick, M.D., Director of Physical Education, State of Maryland.

Noon

1:00 Luncheon meeting of the New Council of the American Physical Education Association—Banquet Room, Mezzanine.

Pre-Convention Meeting

Mid-West Association of Directors of Physical Education for Women in Colleges and Universities.
University of Michigan, Ann Arbor

MONDAY, MARCH 30

9:00—9:30 Registration.
9:30—9:45 *Greetings to the Conference*—Miss Alice Lloyd, Dean of Women, University of Michigan.
9:45—10:45 *Character Education in Physical Education*—Dr. Frank Lloyd, Professor of Education, New York University.
10:45—11:45 *Psychology of Motor Learning*—Dr. W. Clark Trow, Professor of Education, University of Michigan.
12:00 Luncheon.
2:00—3:00 *A Study of the Principles of Body Movement*—Miss Ruth Glassow, University of Wisconsin.
3:00—3:30 *The Coaching of Tennis*—Miss Mary K. Browne.
Discussion: Miss Helen Hazelton, Purdue University.
3:30—4:00 *The Experiment in Recreation*—Miss Ethel McCormick, University of Michigan.
4:00—6:00 *Demonstration.*
7:00 Dinner—Women's League Building.

TUESDAY, MARCH 31

10:45—11:45 *Back Stage with the "Star" Performers of Health*—Dr. Clifford Brownell, Teachers' College, Columbia.
Discussion: Miss Lydia Clark, Ohio State University.
12:00 Luncheon.
2:00—3:00 *Physiological Research in Physical Education*—Dr. Arthur Steinhaus, Y.M.C.A. College, Chicago.
3.00—4:00 *A Study of the Cause and Prevention of "Athlete's Foot"*—Dr. L. B. Chenoweth, Univ. of Cincinnati.
Discussion: Dr. Gertrude Moulton, Oberlin College.
4:00 P. M. Business Meeting (Closed).

Pre-Convention Meeting

Women's Division, N.A.A.F.
Book-Cadillac Hotel, Detroit, Mich.

TUESDAY, MARCH 31

3:00—5:00 Registration—Room "D" Ballroom Floor.
8:00 P. M. Open Meeting—Crystal Ballroom—General Public Invited. Speakers to be announced.

WEDNESDAY, APRIL 1

8:00—9:00 Breakfast Meeting—State Chairmen and Executive Committee.
9:00—9:45 Registration—Crystal Ballroom.
10:00—12:00 Business Meeting—Crystal Ballroom—Open to Members Only.
1:00—2:00 Luncheon—Executive Committee.

Railway Certificates

Purchasing Dates—March 28 to April 3
Final Honoring Date—April 8
For Far-West delegates there are earlier purchasing dates
Read the following Instructions carefully

1. Tickets at the regular one-way fares for the going journey may be obtained on any of the dates given. When purchasing "going" ticket request a CERTIFICATE, not a receipt.

2. Present yourself at the railroad station for tickets and Certificates at least 30 minutes before departure of train.

3. **Certificates are not kept at all stations.** If you inquire at your home station, you can ascertain where Certificates can be obtained and the procedure to follow.

4. **Immediately on your arrival at the meeting present your Certificate to the endorsing officer** at Convention desk as the reduced fares for the return journey will not apply unless you are properly identified as provided for by the Certificates.

5. The Special Agent of the railroads will be in attendance during Convention to validate Certificates. After he has left, you cannot have Certificate validated. Attend to this early.

6. No refund of fare will be made because of failure to obtain a proper certificate when purchasing going ticket.

7. The reduction on the return journey is not guaranteed, but **is contingent on an attendance of 150 members of the organization at the meeting or dependent members of their families.**

8. If the necessary 150 Certificates are presented and validated, you will be entitled up to and including the final honoring date to a return ticket via the same route over which you made the going journey **at one-half one-way fare** to the point at which your Certificate was issued.

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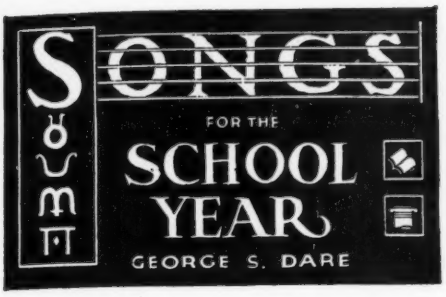

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Abundant material will be found here for:

(1) Individual singing; (2) Group singing—in homes, clubs, societies, etc; (3) Community singing.

SPECIAL ATTENTION IS DIRECTED TO—

THE INDEXES

I. Classified Index II. Alphabetical Index
III. Calendar for the School Year

NOTE: Western Distributors for this Book—
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Street Number_____

Town_____

Around the Country with J. E. Rogers

Dr. W. J. Wittich, Director of the School of Physical Education of the State Teachers College at LaCrosse, Wisconsin, writes as follows:

"We are going to dedicate our new building sometime late in March. I am planning on making it a day's program, on a Saturday. In the morning we are going to conduct a sort of institute, having the best speakers available in the neighborhood on the program. In the afternoon, an hour or hour and a half demonstration by the three hundred and thirty-six students in the department at the present time, followed by a demonstration in the new pool. At six o'clock the big banquet, at which time the dedication ceremony will be staged. This will be followed by a mixer or social hour."

* * *

Dr. Jesse Williams, Columbia University, is making a physical education survey of Fort Worth, Texas, for the Board of Education of that city.

* * *

Dr. W. L. Savage, founder and president of the Savage School of Physical Education, New York City, passed away, and his funeral was held Wednesday, January 14. He was president of the American Physical Education Association in the year 1903.

In 1887 he became medical director of the Berkeley Athletic Club, Lyceum and School in West Fifty-fourth Street. Remaining there for three years he then established the Dr. Savage Physical Development Institute, Ltd., of which he was president and medical director. He was a former director of the gymnasium at Columbia University and had been engaged in Y.M.C.A. work. He was a member of the American Academy of Medicine, the New York County Medical Society and the British Medical Society of London.

* * *

Mr. George F. Hendricks has been appointed state director of health and physical education in Delaware and took office February 1, 1931. Mr. Hendricks has a Master's Degree, has taken work at the Y.M.C.A. College in Springfield and Syracuse University, and has had much actual school experience in physical education.

* * *

Mr. E. Benton Salt has been appointed professor and director of the four year course in physical education at the University of Florida. Mr. Salt has outlined a splendid four year course of training. The University of Florida is the only state university for men in that state. Therefore a strong four year course will be beneficial to physical education in the southeast.

* * *

Texas has a growing State Physical Education Association. At its last meeting with the Texas State Teachers Association a splendid program was given. Some of the speakers were Dr. Harry Scott, Dr. David K. Brace, and Dr. D. Oberteuffer, State Director of Physical Education in Ohio.

* * *

At the November meeting, the Cincinnati Health and Physical Education Association was organized. With the exception of two points which were referred back to the committee, the constitution and by-laws were adopted. The organization is open to all teachers and supervisors of health and physical education in the Cincinnati Public Schools, registered substitutes and student teachers. The following officers were elected for the 1930-1931 term: President, Arch D. McCartney; Vice President, Carl H. Cornelius; Secretary, L. Maurice Crotty; Treasurer, Arthur A. Knoch.

The officers have selected Hazel Orr, Frances Hanauer and Albert Hensel to serve on the Executive Committee.

* * *

The Ithaca School of Physical Education is under the leadership of Laurence S. Hill, formerly director of physical education in the city of Albany, and is growing. Mr. Hill has brought real leadership and organization to the Ithaca School.

At the New York meeting of the Society of State Directors of Physical and Health Education, January 1, 1929, the following points in regard to the Place of the Coach in the Education Program were stressed:

The Coach as an Educator

1. Every coach should be a bonafide member of the faculty and a trained physical educator.
2. All school athletics and coaching should be under educational authority.
3. All coaches should be a part of the physical education department and contribute to the physical education program.
4. No coach ought to be employed just for the specific job of coaching.

Training Physical and Health Education Teachers

1. Six semester hours in physical and health education for all classroom teachers.
2. Eighteen semester hours in physical and health education for academic teachers of small high schools who teach some physical education classes.
3. Thirty-six semester hours in physical and health education for men and women who devote full time to teaching physical and health education and who act as heads of departments.

* * *

There are some 25 states that have State Physical Education Associations. Practically all of these meet in connection with the State Teachers Association and serve as the section or department of the Teachers Association.

* * *

H. S. Wood, Director of Intramural Athletics, Ohio State University, Columbus, is a veteran in college intramural athletic organization and has one of the best programs in the country. He has just published an Intramural Year Book for 1930 which is most illuminative and suggestive and gives one a very concrete idea of the splendid set up and organization of intramural athletics in Ohio State University. Practically all the colleges in the midwest in the Big Ten Conference have very strong intramural programs that are growing.

* * *

N. P. Neilson, State Director of Physical Education in California, is making a very thorough elaborate score card to measure physical education, the teacher, the program, facilities, achievements, etc. A statewide committee has been working with Mr. Neilson on this.

* * *

To quote the Iowa State Physical Education Association Bulletin No. 3, April 1930:

"Here is what you get for that one dollar: periodical bulletins and pamphlets from time to time during the year; privileges of the Association; opportunity to meet and mingle with people of your chosen profession; sit in at the various meetings, at the State Teachers' Meeting in the fall."

* * *

A number of these state physical education associations have a mimeographed bulletin or news letter. Iowa, Texas, California, New Jersey, Missouri and others publish these letters in order to keep in touch with their members. The Michigan publication is printed and is an elaborate issue. A number of universities are publishing bulletins or news letters in order to keep in touch with the physical education majors and also to promote the *esprit de corps.* Dr. Brace of Texas and Prof. W. R. LaPorte of the University of Southern California publish a mimeographed news letter.

* * *

The new officers of the Society of State Directors of Physical and Health Education elected in New York Wednesday, December 31st, are as follows: Major Graves, of Virginia, President; W. H. Moorhead, of Pennsylvania, Vice-President; J. E. Rogers, Secretary.

* * *

The National Physical Achievement Standards will be ready for distribution by February 15. The National Committee of Twenty in charge of the Standards have completed their study of 75,000 boys in ten cities over a period of three years. Anyone interested can address the National Physical Achievement Standards Committee, 315 Fourth Avenue, New York City.

PHYSIOLOGY
at the Service of
PHYSICAL EDUCATION

ARTHUR H STEINHAUS
Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago

6. The Heart—Minute-Volume

The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information.

HOW much blood can the heart pump in a minute? In recent years this question has been raised with increasing insistence; and many different methods for computing the figure have been recommended. No doubt this minute-volume is a more intimate measure of the circulatory system's achievement than any other single figure. Almost everything that the circulation does for the body is done better or worse depending upon whether more or less blood is pumped. Especially in exercise does everything depend on minute-volume.

Until recently there have been no reliable methods for determining this figure on man. In the dog it was possible (Marshall, 1926) because man was willing to puncture the right ventricle of the animal with a long hypodermic needle to withdraw some venous blood; but all determinations on man were indirect and rested on the analysis of gases in expired air with or without the breathing of some special gas. Thus some measured the carbon dioxide; others required the inhalation of nitrous oxide, ethyl iodide, ethylene, and most recently acetylene. The minute-volume was then calculated from figures which assumed the rate of absorption of these gases to be proportional to the amount of blood which flowed through the veins. These various methods have been reviewed recently by Grollman (1929) and Bauman (1930a). These indirect gas methods gave variable results and there was much debate as to which was right. At this juncture Dr. Bauman (1930b) of Düsseldorf, Germany, decided to try on human beings the one sure method—that of drawing blood directly from the heart. Swiss physicians had previously punctured the heart for medical purposes without bad after effects. He perfected this direct method and now was in position to decide which of the indirect methods was most accurate. Only the Acetylene method stood the test. Its originator, Dr. Grollman (1929) of Johns Hopkins went to Germany in order to test his method against that of Dr. Baumann. The report of their work has just appeared (Baumann & Grollman, 1930). The two methods check on an average to within 3 per cent. This verification of a simple method for minute-volume is of the greatest importance and opens the way for many studies of interest to physical education.

Already a few facts have emerged. For example, Grollman (1931) found that a heart pumping 4.1 liters in an individual at rest increases its output to 5.2 liters when only the right forearm is flexed and extended twice a second. Flexing the right thigh 60 times per minute results in an output of 7.7 liters per minute. In another instance while leaning against a wall the subject's minute-volume was 3.6 liters per minute. With graduated increasing movements such as slowly sliding the feet, slow, and more rapid stepping the minute-volume increased in proportion to the amount of movement so that when the feet were raised twice per second it was 7 liters per minute. He found that the minute output of the heart is much greater during active muscular movements than during static or slow movements. This again emphasizes the importance of muscle contractions in forcing blood back to the heart since everything depends on getting the blood back to the heart so that it can be pumped out again. Unfortunately, Grollman's method can be used only in mild exercise since when the output of the heart exceeds 10 liters per minute some of the blood is getting around too fast. His test must be completed before the blood has made a complete circuit and it takes at least 20 seconds to make a test.

Though perhaps not quite accurate in the light of the newer findings, a number of studies reported by L. J. Henderson in his recent book (Blood p. 336) are of interest. The work was done in the Fatigue Laboratory at Harvard and though these figures are all probably a bit high the comparisons give correct impressions because the percentage error is constant. The famous Marathon runner DeMar showed a resting minute-volume of 8.2 liters. With a pulse of 58 his stroke volume (output of the heart per beat) was therefore 141 cc. The most poorly trained subject of the four studied showed a minute-volume of 6.3 liters, a pulse of 90 and therefore a stroke volume of 70 cc. The others in intermediate states of condition showed intermediate figures. When these subjects exercised on a bicycle their minute-volume increased to figures as high as 25 liters. Again the man in poorest training showed the lowest increase. In DeMar the stroke volume reached 177 while in the poorest trained it did not exceed 95 cc. per beat. Yandell Henderson and coworkers (1927) of Yale have reported similar kinds of results.

Out of all this work the following conclusions stand out:

1. Even in mild exercise there is a marked increase in minute-volume as compared with the resting individual. This output increases with increasing severity of exercise, particularly when this is in the form of rapid contractions alternating with relaxation.
2. This increase is secondary to the forcing of more blood back to the heart by the contracting muscles. (This has been called the "peripheral heart" function of the exercising muscle.)
3. The heart handles this increased venous return by (a) increasing its rate (b) increasing its stroke volume.

4. In the trained individual there is more of "b'" and less of "a". In the untrained the heart, which is already faster to begin with, speeds up to the point where because of insufficient time for filling, it cannot continue to pump enough blood and supply sufficient oxygen. It is in this higher heart rate of the untrained as compared with the trained that Yandell Henderson finds the cause of the "shorter wind" of the non athlete.
5. Yandell Henderson attributes the lower athletic efficiency of the smoker to his higher heart rate which when increased further in strenuous exercise is unable to fill properly between beats and therefore cannot deliver as much blood per minute. This would explain why smoking begins to show its effects only when "every inch counts." In the armchair or ordinary routine of life it is not a noticeable handicap from this standpoint.

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Answers to Questions

Question: Is it not true that a bath following exercise and perspiration does not tend to make the skin hard and crack as does a bath when one is not perspiring? In other words, does the perspiration act as a natural oil for the skin?

Answer: The composition of perspiration is largely water and dissolved salts. I can find no analyses which report fats or oils in the sweat. Of course the sebaceous glands of the skin produce an oily secretion and it is possible that the increased temperature of the skin in exercise may soften and thus cause a bit more of this secretion to flow out.

Another possibility comes to mind, though it may be a bit far-fetched. Poor soap often contains some free lye or sodium hydroxide. This is hard on the skin. Talbert has shown that sweat in response to heat or exercise is quite acid. (The pH may drop to 5.1). It is possible that this acidity would serve to neutralize the free base in the cheap grades of soap and thus protect the skin.

Question: Will not athletes perspiring vigorously indoors, as in basketball cool off sooner and regain normal heat distribution by moving about slowly rather than sitting down? Doesn't lying or sitting down tend temporarily to make such an individual sweat all the harder?

Answer: I think the difference lies largely in the increased evaporation, and attendant cooling, which is brought about by the fanning action of the air while moving through it. It is the same phenomenon that makes a room feel cooler when an electric fan circulates the air. The air close to the body becomes saturated with moisture and it must be changed if continued heat loss is to be attained. No doubt all phases of the recovery process dependent on good circulation will be benefitted by moving about.

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"How WE Do It"

"8" Point Boy or Girl

AS a means of stimulating the interest of school children in their personal health, the West Virginia State Department of Health has planned an Eight ("8") Point health scheme to be used in the grade schools of the state. This plan, when used, will bring about a greater number of corrections of physical defects and, undoubtedly, better habits of living. A beautiful State Health button will be awarded every boy and girl meeting the requirements of the plan as outlined below.

The Eight ("8") Point requirements:

Point 1. *Eyes*
Normal visions, or correction of any remedial abnormality.

Point 2. *Nose*
No obstruction to normal breathing, or correction of remedial effect.

Point 3. *Throat*
Tonsils not diseased or excessively enlarged, or correction of remedial effect.

Point 4. *Teeth*
Clean. Permanent teeth free from cavities and in regular alignment. Extraction of irreparable teeth shall count as a correction.

Points 5, 6, and 7. *Immunization* (3 Points)
Child must have had three injections each of toxin-antitoxin and typhoid vaccine and a successful vaccination against smallpox (vaccination scar).

NOTE: Previous typhoid immunizations must have occurred within a period of four years; otherwise preventive treatment must be repeated.

Point 8. *Habits*

1. A full bath more than once a week.
2. Brushing the teeth at least twice every day.
3. Sleeping not less than nine hours with windows wide open (modified during cold weather).
4. Drinking as much milk as possible but no coffee or tea.
5. Eating some vegetables and fruit every day.
6. Drinking at least eight glasses of water during the day.
7. Playing part of each day out-of-doors or indoors with the windows open.
8. Keeping the face, neck and ears clean.
9. Washing hands before eating and after going to the toilet.
10. Always carrying a handkerchief and being careful to hold it over the nose and mouth when coughing or sneezing.
11. Endeavor to have a bowel movement every morning.

Rules for the Distribution of Buttons

Pupils must have not less than a 75% average on each health habit listed under Point 8, and all other points must be complied with unconditionally in order to qualify for a State button.

Buttons will be distributed through county health units and public health nursing services in counties, districts and cities having such services. In counties, communities and cities without a health service, buttons will be distributed through the Division of Child Hygiene of the West Virginia State Department of Health, Charleston, West Virginia, upon receipt of a statement from the teacher assuring that applicants for the button have been examined by a physician during the current school year and that they have met all requirements for securing the State Health button. NOTE: Children who had physical examinations last year may be rechecked for corrections as a basis for awarding buttons without repeating the examination this year. Buttons to be awarded in grade schools only.

No pupil who has not been in school throughout one semester at least (allowing for reasonable absences), will be eligible for a State Health button. Nevertheless, Point 8 should be inaugurated in some sort of health educational plan for all pupils.

Buttons may be awarded at any time during the last month of the school year. Requests or orders for buttons by teachers to county health officers, county public health nurses or the West Virginia State Department of Health should be made not later than the beginning of the last month of the school year in order that buttons may be delivered at the proper time.

NOTE: The West Virginia 8-point Boy and Girl plan has the approval of the State Department of Education. In no way will it interfere with the West Virginia Standard Boy and Girl project. On the contrary, the boy or girl winning a State Health button will be within easy reach of a West Virginia Standard Boy and Girl ribbon.

NOTE: On page 39 of "The Teacher's Manual of Health Education," available from the West Virginia State Department of Health, Charleston, West Virginia, under "The Rules of the Game," is shown a pupil's health record form which may be found useful to teachers and pupils in connection with the 8-point plan. Each pupil should make its own record sheet, using the form mentioned in the above paragraph, as a model. Individual pupil's health record forms are NOT supplied by the Health Department. The recording of health habits carried out may be checked by each pupil on his individual record and finally by the teacher at the end of each month or semester.

HABITS (Notes for Teacher)

Habits are learned forms of behavior.

Obvious advantages of good habits:

They save time and energy.
One's attention is set free for other tasks.
Prevents waste of conscious effort.
Increases capacity for social life.
Keeps down turmoil in household.
Establishes a sound routine of living.
Lessens mental strain through proper organization of ourselves.
Promotes punctuality.
Lessens the teacher's work through improvement of physical health of child.

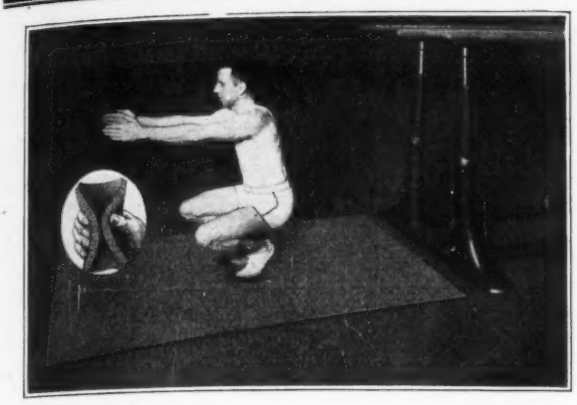
Some requisites in the forming of good habits:

1. A formulated plan.
2. Consistency, regularity and perseverance.
3. Tying up the habit with association.
4. Activities, sequences.
5. Finding novelties and introducing new types of motivation.
6. To be able to recognize the failure of a plan, and change to another more promising.

Arthur Upton, Division of Child Hygiene,
West Virginia State Department of Health.

Pre-Convention Meetings of the Research Section

THE Research Section of the American Physical Education Association has planned a preconvention meeting for April 1st, at Detroit. A morning session will be devoted to the report of specific research studies by members. At the afternoon session papers and round-table discussions will direct attention to methods, needs, and strategy of research in physical education. Members of the association who are performing research or are responsible for the guidance of research students are to receive special invitations to sit at the round-table. A gallery will be provided for all other interested individuals. The officers are anxious to include all who are eligible on the basis mentioned above, and would therefore be glad to extend invitations to such individuals who may have been overlooked if they will immediately communicate with the Chairman, Arthur H Steinhaus, The Y. M. C. A. College, 5315 Drexel Avenue, Chicago, Illinois.



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See this Mat at Booths 1 and 2, A. P. E. A. Convention, Book-Cadillac Hotel, Detroit, April 1, 2, 3, 4.

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7 Footed Arrows
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7 Footed Arrows and Tab, Postpaid..$6.00
7 Self Arrows and Tab, Postpaid.... 5.00
1 Shooting Tab, Postpaid ..... .50

Mr. Rounsevelle will be glad to give advice or information to any who are interested in indoor shooting. He may be addressed at Box 300, Hazel Crest, Illinois.

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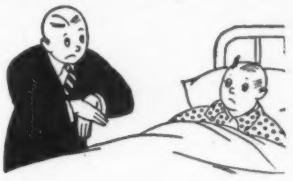
FOOTBALL versus PHYSIQUE



The modern boy no longer worships the knight in iron mail. His hero is the football star. Bone, brawn and a touchdown—there's a thrill for you! But Dr. Henry J. Pleasants challenges this form of idolatry. He points the danger imminent to the over-developed gridiron satellite when he has to give up the vigorous exercise of foot-ball for an office-chair. Flabby muscles, enlarged heart, short breath—these are some of the results with which many an erstwhile hero pays for his fame. This message will dumbfound some of our boys out of the gridiron complexes. This is useful material for hygiene and physiology classes—as well as for coaches, trainers and school superintendents.

HYGEIA makes health teaching easy

Regular readers of HYGEIA know what fun it is to peruse the zipping articles of Dr. Thurman B. Rice. His is the style that will give high-school students a "kick"—along with good sound medical advice. Dr. Rice has contributed a series of articles to the risible pleasure and the health profit of HYGEIA fans. They begin with the March issue and will continue for four or five months. The series is called "Lessons in Relaxation," and you and your students will relax in chuckling good-nature when you study them.

Other articles for the next few months will be—"An Analysis of the Hollywood Eighteen Day Diet"—good advice for acutely style-conscious high-school girls. "The Preschool Years"—fine for a class in elementary psychology. Then, of course there are other things—along with "The School Section" edited by Dr. J. Mace Andrews. This section describes actual projects worked out by health teachers. Why not try the special new-subscribers offer? Give variation to your Health teaching for six months.

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Revised Constitution and By-Laws

of the American Physical Education Association

NOTE—The following Revised Constitution and By-Laws of the American Physical Education Association was passed by the National Council at its annual meeting in New York on Tuesday, December 30, 1930, to become effective immediately after the National Convention in Detroit, April 1-4, 1931.

Preface

The following CONSTITUTION and BY-LAWS are adopted with the understanding that at the earliest possible date, consistent with the best interests of our profession in general and the Association in particular, steps will be taken to effect an affiliation with the National Education Association as a department or division thereof. It is understood that such an affiliation shall permit our present unified organization.

Constitution

Article I. *Name*

Section 1. The organization shall be called the American Physical Education Association.

Article II. *Aims*

Section 1. The aims of the Association relating to health and physical education are:

(a) To awaken and promote a wide and intelligent interest.
(b) To acquire and disseminate accurate information.
(c) To provide such means of promotion as will secure an adequate program.

Article III. *Divisions*

Section 1. The Association shall include Districts, States, and Provinces upon the basis of geographical location, Sections and Affiliated Organizations as hereinafter provided.

Article IV. *Membership*

Section 1. The Association shall consist of members and patrons as hereinafter provided.

Article V. *Government*

Section 1. The business of the Association shall be conducted by the Legislative Council and Executive Committee as hereinafter provided.

Article VI. *Honor Awards*

Section 1. Honor Awards may be given for meritorious service as provided in the by-laws.

Article VII. *Publications*

Section 1. The official publication shall be called the Journal of Health and Physical Education, published and distributed as hereinafter provided.

Section 2. The Association shall publish and distribute a Research Quarterly and such other materials as may be authorized by the Legislative Council and as hereinafter provided.

Article VIII. *Amendments*

Section 1. Amendments to this constitution may be proposed at any annual meeting of the Legislative Council by any member of the Council, and when so proposed shall be published in the next number of the Journal, and after publication shall be subject to a mail vote of the Council. An affirmative vote of three-fourths of the entire membership of the Council shall be necessary for the adoption of the proposed amendment or amendments. No vote shall be valid beyond thirty days after the date of official notification.

By Laws

Article I. *Membership*

Section 1. Membership in the Association shall be designated as active, professional, sustaining, student, honorary, and patron.

Section 2. Active members shall consist of teachers and administrators of health and physical education including research, athletic, and recreational activities.

Section 3. Professional and sustaining members shall be the same as active members except as defined in section 9 of this article.

Section 4. Student members shall include:—students attending professional and teacher-training institutions preparing for health and physical education (not including those attending summer sessions); persons who have completed such training but who are not actively engaged in professional work.

Section 5. Honorary members shall be persons elected to membership in the Association upon a basis of outstanding and meritorious service in physical education or closely related fields. Candidates for honorary membership shall be nominated by a member of the Legislative Council at its regular annual meeting and for election must receive the affirmative vote of three-fourths of that body secured through mail vote. Honorary members shall receive all official publications of the Association without charge.

Section 6. Any person or organization may become a patron upon payment of $100 or more to the Association. Patrons shall receive all official publications of the Association without additional charge.

Section 7. Active, professional, sustaining, and student members shall be approved by the Secretary acting upon the formal application of the candidate.

Section 8. Only active, professional, and sustaining members shall have the right to hold office or to vote in the election of members for the Legislative Council as hereinafter provided.

Section 9. The annual dues for active members shall be $2.00; professional members $5.00; sustaining members $10.00; and student members $1.50. The annual dues shall begin with the month and year designated by the candidate. Active and student members shall receive the official journal. Professional and sustaining members shall receive all official publications of the Association.

Section 10. Libraries and reading clubs may secure all official publications of the Association through the payment of $5.00 annually.

Section 11. Any person who fails to pay dues for one-half year shall be automatically removed from the Association, but may be restored to full membership upon payment of the dues for the current year. During the period of suspension persons shall forfeit all rights and privileges of membership in the Association.

Article II. *Legislative Council*

Section 1. The Legislative Council shall consist of the Executive Committee, and one representative from each section and affiliated organization as hereinafter provided, and one representative from each state or province association having twenty-five active, professional and sustaining members in the National Association; two representatives from each state or province association having one hundred active, professional and sustaining members in the National Association; three representatives from each state or province association having two hundred and fifty active, professional, and sustaining members in the National Association; and four representatives from each state or province association having five hundred or more active, professional, and sustaining members in the National Association, as provided in section 2 of this article. State and province associations with less than twenty-five active, professional, and sustaining members may petition the Secretary for representation on the Legislative Council. The representatives (men or women) shall have equal rights. Each representative shall have one vote.

Section 2. Members of the Legislative Council, except the Executive Committee and representatives from sections and affiliated organizations shall be elected by their state or province associations according to state or province constitution and as

provided in Article V, Sections 5 and 6 of these by-laws. Such members shall hold office until their successors are elected.

Section 3. It shall be the duty of the Legislative Council to pass on all legislation necessary for the conduct of the Association. Legislation may be initiated within the Council, or by members of the Association, providing in the latter case that 50 members in good standing petition in writing the Legislative Council at a regular meeting.

Section 4. The President of the Association shall serve as chairman of the Legislative Council. In case of a tie the President shall cast the deciding vote.

Section 5. The Secretary shall keep a record of the proceedings of the Legislative Council and shall make a report at each meeting and National Convention. He shall notify each state or province association at least 30 days before its annual meeting of the number of persons in that state who are members of the National Association. This information is to be used by the state or province determining the number of representatives to the Legislative Council as provided in Section 1 of this Article and in Article V, Sections 5 and 6.

Section 6. An Annual Meeting of the Legislative Council shall be held at the time and place of the National Convention. Special meetings may be called by the President or by the written request of a majority of the Legislative Council. The Secretary shall notify all members of the Legislative Council at least thirty days prior to the proposed meeting.

Section 7. Thirty or more of the members of the Legislative Council, present in person or by proxy, shall constitute a quorum for the transaction of business as provided in Section 3 of this Article.

Section 8. Members of the Legislative Council may vote by proxy providing the proxy is a member of the National Association. A proxy may cast votes equivalent to the number of representatives in his state or province who so authorize him in writing. Such authorization shall be presented to the Secretary before the meeting convenes.

Article III. *Executive Committee.*

Section 1. The Executive Committee shall consist of the President, the Vice-President, the immediate past President, and the President of each District. In addition there shall be two members of the Legislative Council elected at large to the Executive Committee at the regular annual meeting of the Legislative Council. Members of the Executive Committee may be represented by proxy providing the proxy is a member of the National Association. The Secretary shall attend all meetings in his official capacity.

Section 2. It shall be the duty of the Executive Committee to suggest legislation to the Legislative Council and to put into effect the rules and regulations passed by that body.

Article IV. *Officers*

Section 1. The officers shall consist of a President, Vice-President, and Secretary.

Section 2. The President and the Vice-President shall be elected annually by the Legislative Council at the time of the regular annual meeting and they each shall not serve two consecutive terms in the same office.

Section 3. The President shall act as chairman of the Legislative Council, Executive Committee, and convention committee of the National Convention as hereinbefore and hereinafter provided. He shall appoint all committees with the exception of such standing committees as are authorized by the Legislative Council.

Section 4. The Vice-President shall act for the President in his absence.

Section 5. The Secretary shall be appointed by and shall hold office subject to the vote of the Legislative Council which shall determine the remuneration of this office. It shall be his duty to keep all records, collect and disburse all finances, manage and edit all publications connected with the National Association, and perform such other duties as the Legislative Council may direct.

Section 6. The President shall appoint annually a Certified Public Accountant who shall audit the books and accounts of the Secretary. The report of said Accountant shall be presented

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to the Legislative Council at the time of its regular annual meeting.

Article V. *District, State and Province Associations*

Section 1. There shall be the following districts:—Eastern, Southern, Mid-West, Northwest, and Southwest. It shall be the duty of the Legislative Council to assign the different states to their respective districts.

Section 2. The provinces of Canada shall be considered upon the same basis as states as hereinafter provided.

Section 3. Each district is entitled to one page in each issue of the official journal for news items and announcements pertaining to that district.

Section 4. Each district, state, and province may form its own association, make its own constitution, elect its own officers, and manage its own affairs provided the National Constitution and By-Laws be not violated.

Section 5. To be eligible for affiliation with the National Association, each district, state, or province association must hold at least one meeting each year, reporting same to the Secretary of the National Association within thirty days after date of meeting. Each state or province association must have at least twenty-five members of the National Association to be affiliated with that body, as hereinafter provided.

Section 6. To become affiliated with the National Association a state or province association shall petition the Legislative Council through the Secretary at least thirty days prior to the annual meeting of the Council. The petition shall include a copy of the state or province constitution, a list of the officers of the association, a copy of the minutes of the last regular meeting, a list of its members who are members of the National Association, and the name of the representative or representatives proposed for the Legislative Council.

Section 7. The Legislative Council may accept or expel any district, state, or province association by a two-thirds majority mail vote of the entire membership of the Council. No vote shall be valid beyond thirty days after date of official notification. A district, state, or province association may be expelled for violation of the Constitution and By-Laws of the American Physical Education Association.

Article VI. *Organizations and Sections*

Section 1. The term Organization refers to the type of official service rendered by that body. The term Section refers to major interests of persons who constitute that group.

Section 2. The following Affiliated Organizations are included in the National Association, to-wit:

NOTE:—Due to numerous unusual procedures which characterize these organizations at present, it is recommended by the committee that they be automatically dropped from the Association and re-affiliated upon formal application to the Legislative Council through the Secretary at the time of the Detroit meeting on the basis of Sections 5 and 6 of this Article.

Section 3. The following Sections are included in the National Association, to-wit:

NOTE:—Same as for Section 2 above.

Section 4. Each organization or section shall have the right to fix the qualifications of its members.

Section 5. To be eligible for affiliation with the National Association, each organization may and each section must present or sponsor a program in connection with the National Convention, reporting same to the Secretary of the National Association within thirty days after date of meeting. Members of the National Association shall be permitted to attend the programs and discussions of any section. The section shall hold an annual meeting for the purpose of electing officers and conducting such other business as it may deem necesesary.

Section 6. To become affiliated with the National Association an organization or section shall petition the Legislative Council through the Secretary at least thirty days prior to the annual meeting of the Council. The petition shall include the title, purpose, and officers of the organization or section, a copy of the minutes of its last regular meeting, a list of its members who are members of the National Association, and the name of the representative proposed for the Legislative Council as provided in Section 8 of this Article. The Secretary shall send a copy of the petition to each member of the Legislative Council at least ten days before the date of said meeting.

Section 7. The Legislative Council may accept or expel any organization or section at a regularly authorized meeting by a two-thirds vote of the members present. An organization or section may be expelled for violation of the Constitution and By-Laws of the American Physical Education Association.

Section 8. Each organization or section shall elect one representative to the Legislative Council at the time of its regular annual meeting, providing it has twenty-five members in the National Association. The representative must be a member of the National Association.

Article VII. *Conventions*

Section 1. A National Convention shall be held annually.

Section 2. The National Convention, except for the selection of the convention city, shall be conducted by a convention committee composed of the Executive Committee of the National Association, the Executive Committee of the district, and one member of the National Association from the convention city, that person to be selected by the Executive Committee of the National Association. The President of the National Association shall serve as chairman of convention committee.

Section 3. The convention city shall be selected one year in advance by vote of the Legislative Council upon receipt of invitation from a city. The invitation must be accompanied by a written endorsement of that city by the Executive Committee in the district where the city is located.

Section 4. A District Convention shall be considered as a part of the National Convention when the National Association convenes in a city located within the boundaries of that district.

Section 5. The National Association and the district association shall share equally in whatever net receipts or deficits are acquired by the National Convention providing Section 2 of this Article be not violated.

Article VIII. *Publications*

Section 1. The official magazine shall be called the Journal of Health and Physical Education. It shall be published by the National Association monthly, except in July and August, and be sent without charge to all members and patrons.

Section 2. The National Association shall publish a Research Quarterly in March, May, September, and December of each year and such other materials as may be authorized by the Legislative Council. The Research Quarterly and other materials provided for in this Section shall be sent to professional, sustaining, and honorary members, and patrons without charge.

Article IX. *Honor Awards*

Section 1. The National Association may honor individuals for meritorious service in the profession of physical education or in allied fields of science and education by electing such persons as, "Fellow of the American Physical Education Association" or to receive such other awards as may be approved by the Legislative Council.

Article X. *Investment of Surplus Funds*

Secton 1. The Legislative Council shall decide at its regular annual meeting the amount of money required to conduct the business of the Association for the following year.

Section 2. The Executive Committee shall invest such sums as the Legislative Council may direct as part of a Permanent Fund.

Article XI. *Amendments*

Section 1. These by-laws may be changed only by a mail vote of the Legislative Council. A two-thirds vote of membership shall be necessary for a change. No vote shall be valid beyond thirty days after official notification.

Committee

Miss Martha Barksdale, College of William & Mary, Williamsburg, Virginia; Mr. J. F. Bohler, Washington College, Pullman, Washington; Miss Helen M. Bunting, Stanford University, Stanford University, California; Dr. William Burdick, State Department of Education, Baltimore, Maryland; Dr. Ruth Elliott, Wellesley College, Wellesley, Massachusetts; Mr. E. J.

Everts, State Department of Education, Minneapolis, Minnesota; Miss Jessie R. Garrison, State Department of Education, Montgomery, Alabama; Miss Helen Hazelton, Purdue University, Lafayette, Indiana; Miss Marguerite M. Hussey, New York University, New York City; Dr. A. G. Ireland, State Department of Education, Trenton, New Jersey; Dr. Charles H. Keene, University of Buffalo, Buffalo, New York; Miss Mabel Lee, University of Nebraska, Lincoln, Nebraska; Miss Helen McKinstry, Russell Sage College, Troy, New York; Dr. Gertrude Moulton, Oberlin College, Oberlin, Ohio; Mr. William G. Moorhead, State Department of Education, Harrisburg, Pennsylvania; Dr. J. Anna Norris, University of Minnesota, Minneapolis, Minnesota; Mr. J. E. Rogers, National Physical Education Service, New York City; Dr. Harry A. Scott, Rice Institute, Houston, Texas; Miss Agnes R. Wayman, Barnard College, Columbia University, New York City; Mr. Walter J. Wittich, La Crosse Normal School, La Crosse, Wisconsin; Mr. William R. La Porte, University of Southern California, Los Angeles, California; Dr. C. L. Brownell, Chairman, Teachers College, Columbia University, New York City.

Mental Attitudes

(Concluded from page 16)

sonality. Reality is faced on the athletic field. Phantasy, day dreaming, and suppressed feeling and emotions have no place there.

14. The principles of mental hygiene demand that the individual "learn to face reality, to acquire habits of attention and orderly association, to develop wholesome interests, to control one's emotions, to cooperate in a normal social group; in a word, integration of the individual character and integration of the social group." (Burnham[6]). Good physical education fulfills these demands in a very large measure and furnishes a background for sanity, serenity and cheerfulness of life which can be measured in terms of persistence long after the school period.

THE following attitudes are especially developed by means of good physical education in its broadest aspect:

1. The attitude of honesty. Playing according to the rules of the game.
2. The attitude of activity; the dynamic attitude, even in the face of difficulties.
3. The attitude of cooperation.
4. The attitude of self-confidence.
5. The attitude of self-control.
6. The attitude of bodily cleanliness; the hygienic attitude of prevention.
7. The attitude of sportsmanship; a fair chance for the "under dog," and honor to whom honor is due.
8. The attitude of youth which permits better parenthood and understanding of the problems of youth by the ability to "look through the eyes of youth."

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The camp group is limited to fifty in the belief that greater social values can be obtained with a small number sharing together this unique situation of summer school courses in a camp environment. Discussion groups, camp fires, recreation parties and group singing are included in the informal program of camp.

Camp caters primarily to teachers of physical education who wish to keep their teaching technique up to date. *Special emphasis* this year will be given to the training and rating of officials for basketball and field hockey. Students may qualify for the American National Red Cross life saving and examiner's credentials.

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Child Health and Protection *(Continued from page 21)*

he may not go to such a school. His teacher may have little knowledge of and less interest in creating a good program and carrying it into effect. Probably in this elementary school there is no special teacher of physical education. As the 140 leader training institutions have neglected training leaders for the pre-school child, to a less degree but substantially they have neglected leadership training for the elementary school field. This should be corrected. But to some extent education is subject to the law of supply and demand. If school systems do not employ special teachers of physical education for elementary schools, why should colleges train them?

Another phase of our paradox. We have come to the secondary schools before we find the school system generally supplying special teachers of physical education. By what token does the high school student require a special teacher in physical education more than the elementary school scholar? Why is it just to supply such special teachers for high schools and not elementary schools? Out of a hundred children entering the first grade, over *twenty* will leave school by the end of the sixth grade, and only *sixty* will attend high school. Is it just to neglect the physical education of the millions of children who leave school at the end of the sixth grade or concentrate the best instruction on those fortunate enough to go to high school?

Even in those schools which provide good facilities and trained leadership it is too often that most of the attention is centered on the team to the neglect of the other students. The organization and direction of competitive team sports are not to be neglected; because it is this type of experience that contributes so largely to the practice of social and athletic virtues. Also such organizations set a standard and establish ideals which serve as a stimulus for the emulation of the others. The programs of personnel—gymnasia—athletic fields and play spaces should be so set up as to make possible the more effective service to all the students in accordance with their needs and capacities.

There are about eleven million children in rural schools. Four million of these are in one-room schools. One and one-half millions leave school by the sixth grade. An outstanding problem is to bring the program of recreation and physical education to the children of rural elementary schools.

The nation is fortunate in the number of great agencies outside the school supplying the child with wholesome leisure time activities. The Boy Scouts of America with its million boys, the Girl Scouts with several hundred thousand girls, the Camp Fire Girls, the National Recreation Association, the Order of DeMolay, Knights of Columbus and Catholic Boys Brigade, Young Men's Christian Association, Young Women's Christian Association, Young Men's Hebrew Association, Young Women's Hebrew Association, and similar organizations serve eleven million children. Their permanent facilities entail the expenditure of scores of millions of dollars. Their annual budgets total millions. A remarkable combination of business management and philanthropic organization, they are a powerful ally of the school and the church working for the welfare of youth. For financial support they depend upon the generosity and public spirit of private citizens. They enlist the volunteer efforts of thousands who give their time—a contribution at least as valuable as money. Strong financial support for the work of these agencies would make possible the expansion of their efforts. The ideal would be that they reach every boy and girl in the land. But private philanthropy is no excuse for governmental inaction. The work of the 4-H clubs in the rural districts is a significant illustration that the government realizes this. Likewise municipalities and other governmental units are establishing departments of recreation and skilled leadership. Parks and playgrounds are being multiplied and progress is marching all along the line. Hopeful advance is being made by southern communities in supplying recreational facilities for the negro population. It is hoped that more will be done and also that effective efforts will be made to afford better facilities for the children of the foreign born in the great cities, giving them equal opportunity and hastening their integration into the common stream of American life.

The general objectives of the program are and should be the same for boys and girls. But study should be made of the special needs of girls and the program adapted to them. Qualified women leaders should lead in the creation of programs for girls and should administer them.

Enduring progress must be based upon scientific knowledge. This means increasing research. We appeal to the great private philanthropic foundations and agencies, to the institutions of learning and to the departments of government to carry forward with redoubled zeal existing and new projects of research which must be the only sure guide to sound progress.

We are concerned with the dynamic health of the child. Surrounded by all the safeguards of medical care, administration and health education, the call is for a program of action that will guide the child into the abundant physical life of virility, courage, independence, self-reliance, initiative, the spirit of cooperation, fairness, loyalty, modesty, cheerfulness, chivalry and good citizenship.

* * *

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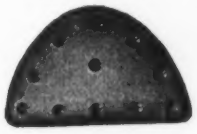

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Project Method in Teaching

(Concluded from page 20)

school by inspiring the students with immediate goals and encouraging them to experiment and find solutions of their own. On the other hand, it definitely carries the students into the technical stage where they are given the findings of dance history and the knowledge of expert teachers to help them.

The final step in learning by the Project Method way is to combine the first and the second phase by reconsidering the goal, marshalling the technique toward its accomplishment, and last but not least, actually executing the project in its complete form. It is on this last step that so much of the work in our schools falls down. The students work all year toward a more or less hazy goal and then nothing ever comes of it. This is really the most serious defect in our whole modern educational system. We should demand actual results in our schools just as life demands that we "show the goods." The actual completion of the project in all the splendor it has in our imagination is the finishing touch in the process of learning that indelibly fixes our newly mastered habits and kindles the enthusiasm for bigger and better goals.

A very delightful and flexible dance project is "Dances of Festival Days," produced last summer at the University of Georgia as one large dance pageant. One of its great charms is that it can be divided up into a number of very satisfying units that can be presented informally for various festival days throughout the year. These can then be assembled for a beautiful formal performance at the end of the year.

For instance, the dance class can give just an informal Halloween party to the school, and as part of the entertainment give a short program of dances including "Witches and Ghosts," "The Pumpkin Elf," "Frolic of the Black Cats," "Masqueraders."

For Thanksgiving a short and informal but more serious dance program could be prepared for some evening directly before the holiday or could be given Thanksgiving afternoon at schools where the resident students do not go home for this holiday. The movements of harvesting make a splendid dance project because the students can observe these from life. Perfected and put into rhythmic designs they made one of the most interesting and satisfying numbers on the whole program at the University of Georgia. An autumnal gypsy camp fire can motivate dances of the successful hunt and subsequent rejoicing. If there are tiny children in the school, a perfect dance for them is a dance of Autumn Leaves based on the popular little poem, "October Gave a Party."

February is a festive month with the birthdays of Lincoln, St. Valentine, and Washington. A masquerade party or dance is the usual celebration for this month. The dance class can again furnish a half dozen incidental numbers that will add great charm to such a party. A short and very beautiful minuet is best for Washington's birthday. For Lincoln's birthday Amer-

ican square dances in 1860 costume are very gay and enjoyed equally by onlookers and participants. For St. Valentine's day there are many delightful dance themes. The young children can be cupids and do a simple bow and arrow dance. Pierrots, Harlequins and Columbines make a dainty dance of romance. Then there is the comic Valentine for a bit of humor.

Now that the art of the dance has regained its position among the fine arts, we consider it a worthy medium for expressing the deepest and most reverent emotions. Moreover, the devout revivals of the old ritualistic dance which Dr. Gutherie has staged so beautifully at St. Marks-on-the-Bowerie have created a widespread understanding of the religious dance. It is now possible for many schools and colleges to add the dance to the art programs that celebrate the spiritual beauty of Easter. Religious processionals, symbolic dances of spiritual convictions, and dance dramas of Christian legend are all appropriate themes for the dance class at Easter time. Fine material for the dance drama is Victor Hugo's charming version of that danceable medieval legend *"Le Juggleur de Notre Dame."*

The silhouette is a most valuable teaching device as well as a most enjoyable entertainment. If the teacher has been using it all year to teach design, by spring the students will have mastered movements sufficiently to make interesting silhouettes of them. At the performance at Georgia, the proverbial May Day Procession was given new interest by presenting it in silhouette. This introduction to spring can be followed by a group of delightful spring dances done in three dimensions. "The Hoop of Happiness," "Daisy Chains," "Nymphs and Satyrs" and similar young joyous and decorative numbers epitomize the awakening season.

We have now expressed every season and important festival day within the school year in dance form and are now ready to weld them together into a formal celebration of the seasons. A splendid spring performance can thus grow naturally and easily out of the year's work and eliminate last minute rush and strain.

To make things still easier, different classes can be held responsible for separate festival days. For instance, the seniors can prepare the Halloween program because they have worked together longest and ought to be able to get ready in the shortest time. The sophomores can be devoting all the early fall to the preparation of the Thanksgiving project. The juniors can be responsible for the Christmas recital and then the Freshmen have until February for their offering.

After each class finishes its particular project it can begin work on the Spring Festival. This will give the greatest responsibility to the experienced classes.

For the formal performance in the spring to which outsiders come, the best dances from the informal projects will have to be perfected and grouped together with the spring numbers into a logical, closely knit dance pageant of the seasons.

Such a well chosen dance project when properly organized, worked out and completely realized serves at once as the finest inspiration and the deepest satisfaction to both the teacher and the student of the dance.

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Parent-Teacher Games

(Continued from page 28)

son getting back to his or her position must pick up the bunch of keys and start the game again. Play quickly for about five minutes.

3. Circle Chat

Form two circles, ladies on the inside and gentlemen on the outside. Join hands, ladies facing out and gentlemen facing in. A whistle may be used for signals but better still a piano. When the signal is given, the circles move in opposite directions until the second signal is given, or, if a piano is used until the music stops, when each person holds his or her right hand out and shakes hands with the person opposite and says, "How do you do? I am glad to meet you. My name is ....." They continue until the whistle blows or music starts when the circles move on, and proceed again as stated above.

4. Come Along

Players stand in a large circle, with left hands extended toward center of circle. One player stands just within the circle. When the music starts the player in the center starts to skip around counter-clockwise and clasps the left hand of another player. Both continue skipping, the second player takes the hand of the third, etc., until a long string of players is skipping around the circle. When the music stops they all return to place. The last player selected starts the next game.

5. Do This Do That

The leader takes position in front of the group and tells them to follow him in the movements preceded by "do this." But on any movement preceded by "do that" they must retain their former position. Make exercises snappy. If desired a penalty can be added by having the person making a mistake turn and face the opposite wall or sit down. In both cases such a person would be out of the play.

6. Hoop Relay

Each team is supplied with a barrel hoop twenty inches in diameter. Team stands in line side by side. Head person at signal puts hoop down over head and steps out of it, handing it to the next person, but not placing it over the receiver's head. The receiver must do this himself. The other people continue to the end of the line. The last person runs back of the line to the head and the race continues until all have run. The last person continues on twenty feet to the tape.

Variation from above:—When men and women are playing this, the women or girls can put it down over their heads while the men must raise it from the floor and go through it while raising the hoop.

7. Weavers Relay

Divide the group into two equal circles, each circle with joined hands. At the signal, one player in each circle starts weaving in and out around his or her circle under the arms of the other players. As soon as he gets to his starting point he takes the place of the player to his right, who goes through the same performance. This is repeated until all have gone around the circle. The circle finishing first wins.

8. Auto Relay

Place chairs in rows, just as seats are placed in a classroom. Each row should consist of about eight chairs. The number of rows of chairs will depend upon the number in the party. If it is a mixed group, the men are to take the first chairs in each row; the ladies, the second chairs; the men the third chairs, etc. Each row now selects the name of an auto. On command, the persons in the first seats are to run around all the chairs in their row, running to the right. As soon as the first persons return to their seats, the persons in the second seats make a com-

plete circuit, then the third persons and so on. The winner is the row finishing first. The game may be continued until one row wins twice.

9. Pass Ball Relay

While seated at desk, equal number in row, players pass ball or other object over head for complete length of row, back to the front by the right hand, to the back again by left hand and to front again over head.

10. Division Relay

Contestants are seated in rows of equal number before blackboard. First member of each row writes seven figures on the blackboard not repeating any figure. Number 2 divides this number by two and each successive member divides the preceding quotient by two. Remainders are ignored. Column dividing correctly first wins. Game may be varied by allowing any one to correct an error made by a preceding member of their team.

11. Hand Clasp Relay

The company is formed in two lines facing each other. A chair is placed at both ends of each line and about 12 peanuts placed on these. Everyone in each line clasps his neighbor's hands in each of his own and must not unclasp throughout the game. At a signal, the leader picks up the peanuts, one at a time, and passes them down the line as rapidly as possible. If a peanut is dropped it must be picked up with hands clasped. The side which passes all peanuts first wins.

12. Squirrel in Tree

Three players stand so as to represent a hollow tree, facing center and holding hands; a fourth player stoops within to represent a squirrel. Let the other players see how this is done and they, in the same way, form groups of four. There must be one extra player, who is a squirrel without a home. Upon a signal by the leader all the squirrels must change trees and the homeless squirrel tries to get a tree. This leaves another squirrel without a home. And the game is repeated. After a time, let each squirrel change places with one of the players of the tree so as to give all a chance to be squirrels.

13. This Is My Nose

The leader says "This is my nose," but points to his knee. At the same time he points to someone in the group who must point to his nose and say "This is my knee," before the leader can count to ten. The leader continues pointing to various parts of the body and calling by the name of some other part. Those who do not answer correctly must drop out.

14. Action Spelling

Formation and rules same as in ordinary spelling bee, except that instead of saying the letter "A" the right hand is raised; on letter "T" the left hand is raised, and on letter "S" contestant whistles.

15. Alphabet

Two duplicate sets of cardboard letters of the alphabet in two colors for the players and a carefully prepared list of words or phrases for the director. The players are divided in two equal teams and stand facing in two long lines about 20 feet apart. Mark a spelling base at right angles to the head of each line. Appoint a captain for each line and have the captains give each player a letter. After the sides are in position, a word is announced clearly by the director. The players from each side holding the required letters run to the spelling base and, facing the center, hold up the letters to spell the word. The captain may assist the players to arrange themselves, Score—one point is given to the side which first spells the word correctly with all letters held up in plain sight. Director keeps score and announces it from time to time. Announce 25 words. Team with greater number of points is the winner.

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The Game of Squash *(Continued from page 27)*

side wall, as the lively ball prohibits an actual "drop shot."

It is generally wiser to try a corner shot in squash racquets than a round-the-wall shot. The former should be played to a side wall first and then on to the front wall, going dead before it hits a third wall. The latter usually ends in a "set-up" unless a "nick" is scored. The corner shot, to be effective, must be done nicely, with enough cut to make the ball go dead, that is, bounce twice, before another wall is played. In squash tennis this shot should be made flat and of moderate pace to pass an opponent who is out of position.

Lob shots in both games are purely defensive, but great care must be exercised in squash tennis to have the ball stay close to the side wall. In squash racquets the lob may become partially offensive by having it include the side and rear wall as it falls into the back-court.

VOLLEYING and half-volleying ability is essential in squash racquets and should be learned in the order named, after the ground strokes are fairly well perfected. The "pick-up" or half-volley, is used considerably in squash tennis and a great deal in squash racquets by advanced players, but only exceptional squash tennis players can volley with impunity.

Interference is the most difficult problem with which an instructor has to deal. The close confines of the squash court are conducive to interference. But it can and should be kept at a minimum. Consideration for one's opponent is the epitome of sportsmanship and in few other games is such a demand made upon players for fair play as in squash. Inasmuch as the greater part of playing is done without Markers, or Umpires, it should be the aim of each player to develop his strokes so that his opponent is not endangered by undue swinging of the racquet, either before hitting the ball or during the "follow through." And position play should be such that a player does not continually "hog" the center of the court. Squash tennis can well afford to draft a ruling similar to Rule 14, squash racquets, which simplifies the interference problem somewhat.

Hints to Beginners

IN playing balls that go into the rear corners it is generally to one's advantage to back away from the ball in squash racquets. In squash tennis it is usually best to follow around the walls with the ball, leaning in the direction of the shot, and driving the ball into the opposite wall as far toward the front of the court as possible.

In both games wait until the ball has dropped as low as possible before making the shot. Squash racquets resembles handball in this respect. Because of the livelier ball it is necessary to take many shots "on the rise," in squash tennis. For the beginner it is suggested that the ball be allowed to go on through, play a side or rear wall, or both, and then be handled on its way back to the front wall, when much of its momentum is lost. Rising balls are played in squash tennis in much the same way as in lawn tennis. In squash racquets try to cut off every ball possible before it plays the rear wall.

No ball game should be taught without the admonition, "Keep your eye on the ball!" This is generally meant during one's playing of the ball. It is just as important to watch your opponent's every move; it is well to know not only where his shot is going, but how it is played.

Concentrate on short swings and good wrist work, avoiding tennis swings.

Keep on your toes while the ball is in play. Relaxation should come between points, not between strokes.

Give your opponent a fair chance to make his shot, without endangering your own position in the court.

Get in a court alone and experiment with the angles and speeds of different shots.

Conclusion

SQUASH has unlimited possibilities. It is ideal for small groups. At Harvard, in 1922, the fifteen courts then constructed were in constant use during the school year. Now their thirty or more courts are inadequate for the demand created. Princeton has ten courts, six originally for squash racquets and four for squash tennis. By the compromise movement these courts are interchangeable. Michigan has taken up squash. Dartmouth starts building ten courts this spring. West Point contemplates a dozen. And Yale will have adequate facilities for squash in the new gymnasium to be completed in 1932. It is a matter of time before the leading women's colleges will be building squash courts. Private clubs and country clubs are entering the field, the open air court being a thing of the future. And with the possibility of playing handball and squash on the same surface many Y.M.C.A.'s, Y.W.C.A.'s, industrial and recreational organizations will be giving squash the recognition due it.

In the Report of the Committee on Curriculum Research in the May 1930 issue of the Research Quarterly of the American Physical Education Association, page 29, Chart No. 9, showing the contribution of the various activities in physical education to the all-round development of the individual, squash ranks fifth in order of importance. At the risk of bearing the prophet's burden and in view of the fact that the findings of this report show that the physical education of the future must tend toward the development of small group activities, the writer predicts that it will not be many years before a subsequent report ranks squash, and "squash handball," a game popular in the Pacific Southwest which might be included in this category, among the first three activities at least.

The writer acknowledges his indebtedness to Allison Danzig, sports writer for the New York Times, whose book, "The Racquet Game," has furnished much valuable material, particularly the historical background.

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Tendo Achillis

THE bursae of the heel, one of which is superficial and the other deep to the tendo Achillis, often become enlarged and inflamed, as the result of friction, local skin-sepsis, or excessive use of the tendon, as in long-distance running, etc., and cause severe pain.

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to Rowland Dufton, squash instructor at the New York Athletic Club, and to John Jacobs, squash instructor at the Harvard Club, New York City, whose advice in both games has been invaluable; to Charles R. Read, leading professional squash racquets player, whose book, "Squash Rackets," and Harry Cowles, squash instructor at Harvard University, whose articles in "Tennis," have helped the writer materially in teaching methods, and to those leading players of both games whose abilities and sportsmanship have furnished exhibitions worthy of emulation.

Special Classes

(Continued from page 7)

handicapped as to be retarded in regular grades." Goddard says, "A feeble-minded person is one incapable, from a mental defect existing from birth, or from an early age, of competing on equal terms with his normal fellows, or managing himself and his affairs with ordinary prudence."[11] According to Fisher, normality is only a concept, and the abnormal person is different from the normal person only in the matter of degree. He further states that, "There is little if any reason for supposing that individuals can be psychologically separated and placed into fixed groups or classes."[12] This gives some idea of the range of types that is found in special classes, and the problems that are encountered in educating them.

Disciplinary pupils are not necessarily educationally handicapped, as far as mental capacity is concerned, but, taken as a group, they are usually retarded and are generally considered to have the tendencies and characteristics of the backward pupils.

The real problem with these pupils is the same as with the backward pupils—namely, socialization. They have little or no respect for authority, as is evidenced by their records of truancy and incorrigibility. When in the throes of an angry outburst there is no telling what they may do. Colored pupils are more unstable emotionally than native white. Boys' disciplinary schools in other cities with few colored pupils bear out the truth of this statement. Backward pupils often have the same emotional outbursts as do the disciplinary pupils, and thus it is hard to classify these pupils.

The administration of Orthogenic Backward and Orthogenic Disciplinary schools calls for the close cooperation of all teachers. Classes must pass quietly, following regular channels. Every teacher must hold a high standard of conduct and check the first appearance of any trouble. Regularity of schedule and orderliness of all activities must be strictly adhered to. Desirable assembly activities consist of singing of popular songs, movies, special performances by visitors, and stunts by pupils. Such assembly programs cause the pupils to look forward to school opening periods.

[10] Annual report of Division of Special Education, 1926. Philadelphia Public Schools.
[11] Goddard, H. H.—"Feeblemindedness, its Causes and Consequences." 1914.
[12] Fisher, V. E.—"Introduction to Abnormal Psychology." Pages 10-45.

Corporal punishment is practiced in a great many schools in many cities. From a psychological, pedagogical, and social viewpoint, nearly all will agree that corporal punishment should not be used. When it is used the pupil is bound to get a feeling of antagonism and animosity. However, it appears in many schools that there are a few pupils to whom all other approaches fail, and they respect only a good application of a rubber hose or paddle. It must be remembered that the majority of these pupils come from homes where this is the only method of management used. They treat each other by the same manner on the street and playground.

I especially like the treatment Wallin gives to the topic of corporal punishment.[13] He points out that corporal punishment is clearly not to be used if it can be avoided. The teacher should appeal to their higher motives such as honesty, sympathy, love, etc. But if such fail, good conduct should be secured by recourse to lower motives—their dislike of pain. He says he would prefer corporal punishment any time to a sarcastic tongue. He gives four other suggested aids to secure good discipline which are very useful in Physical Education classes as well as other classes.

1. The pupil's good points should be stressed, his attention drawn away from his shortcomings.
2. In the use of rewards, privileges should be given for good behavior.
3. Suggestions should be given instead of commands.
4. A teacher may often get better results by showing regret and sorrow, rather than irritability, over wrong doing.

I believe it unwise to call these schools "Special Schools." I heard one small boy on a playground say to another, "You got left down"—to which the other countered, "You go to a Special School." Parents do not like to send their children there, even though they are convinced it would be to the best interests of the child. Why not let the schools keep their original names without the addition of "Special"? Most schools are named after people or streets. The educational authorities know that the Maple Street School, or the Washington School is a "Special," but why advertise it as such?

This is the first of a series of four articles on this subject by Mr. Grigson. The second will appear in the April issue.

[13] Wallin, J. E. Wallace—"The Education of Handicapped Children." 1924. Page 225-226.

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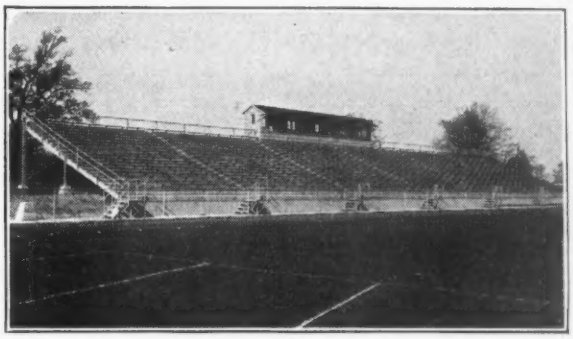

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IT MAY INTEREST YOU TO KNOW

THE physical education teachers of Missouri held their sectional meeting at the time of the State Teachers' Convention in Kansas City. At this time the teachers voted to organize a Missouri State Physical Education Association.

This is the first attempt on the part of the physical education teachers in the state to organize themselves into a group in order to promote and further the cause of physical education in the state.

Last year at the annual meeting the officers of the Physical Education sectional group were delegated to act as a committee to draw up a tentative constitution and by-laws for the Association to be presented this year. The following constitution was submitted and adopted by a unanimous vote.

CONSTITUTION

Name

Article 1: This body shall be called the Missouri State Physical Education Association.

Object

Article 2: The object of this association is to bind together those interested in physical education so that they may act as a group in furthering the physical education program and act as an important unit in the National Physical Education Association.

Government

Article 3: The government of this association shall be vested in an executive council composed of the officers of this association and two members elected at large. One member of the council must be a representative from the State Department of Education.

Amendments

Article 4: Amendments to the constitution may be proposed by any member of the association. All amendments must be in writing and submitted to any member of the executive council at least two weeks prior to the annual November meeting. An affirmative vote of two-thirds of the total number voting shall be necessary for the adoption of the proposed amendment or amendments.

BY-LAWS

Membership

Article 1: Any person professionally interested in physical education may become a member of the association upon payment of one year's dues.

Dues

Article 2: The annual dues shall be fifty cents.

Officers

Article 3: Officers of this association shall consist of a president, vice-president, secretary-treasurer.

Meetings

Article 4: The date and place of the annual meeting shall coincide with that of the Missouri State Teachers Association.

Laws

Article 5: Robert's Rules of Order shall be in effect unless they conflict with this constitution.

Changes in the By-Laws

Article 6: The by-laws may be changed at the annual meeting by a two-thirds vote of the members voting.

The executive council elected for the coming year is as follows: Chairman—Mr. Lester Warren, Kansas City, Northeast Junior High School; Vice-chairman — Miss Mildred Wright, Department of Physical Education, Central State Teachers College, Warrensburg, Mo.; Secretary-treasurer—Miss Lucile Osborn, State Department of Education, Jefferson City, Mo.; Members at large—Mr. Hartly, Supervisor of Physical Education, Springfield, Mo., Miss Helen Manley, Supervisor of Physical Education, University City, Mo.

A drive for membership is now on.

Members of this association will receive a copy of the monthly bulletin published by the State Department of Education. Approximately four pages of the monthly bulletin are devoted to a discussion of the physical education work. It is hoped that from time to time important talks and other material of interest will be mimeographed and sent to members of the Physical Education Association.

* * *

READERS of the JOURNAL will be interested in the tour which "Fru" Agnete Bertram, Director of Physical Education at the University of Copenhagen, Denmark, will make in the United States this spring. Fru Bertram, whose new ideas on gymnastics for women have received world wide attention, will be accompanied by six of her pupils who will assist in demonstrations. The present itinerary, as submitted by Miss Signe Prytz, Lecturer in Physical Education at the University of Iowa, who is planning the trip, is as follows: Landing at New York City March 16; thence to Philadelphia for the State Educational Convention; then, to George Washington University, Miami University, Oberlin College, Indiana University, Purdue University, Gary, Indiana, Chicago, Illinois, University of Illinois, University of Iowa, Iowa State Teachers College, Cedar Falls, Madison, Kalamazoo, Syracuse, various Y.W.C.A.'s, and possibly Detroit at the time of the A.P.E.A. Convention in April. In addition to the demonstrations, Fru Bertram will show moving pictures, give lectures, and hold institutes at the Teacher-Training colleges and universities. Further information may be secured from Miss Signe Prytz or Miss Elizabeth Halsey at the University of Iowa, Iowa City.

* * *

THE New Haven Society of the American Physical Education Association has completed a most successful year under the leadership of President William V. Dworski. This active organization has a membership list of sixty-five, which includes men and women prominent in the physical education field, doctors, teachers, recreation leaders and others.

Meetings are held regularly on the first Tuesday of each month and generally take the form of supper meetings, followed by a speaker and a short discussion on the topic presented.

Many outstanding educators and leaders in the field of physical education and health have addressed the group throughout the year. In June, a final get-together of the society was held in the form of a picnic. Supper was cooked and served on the beach, and then all those present participated in games and races. At this meeting the following officers were elected for the year 1930-31: President, Miss Christine Keane; Vice-President, Mr. W. N. Queal; Secretary-Treasurer, Miss Jeannette Sisk.

* * *

The Denver Chemical Co., manufacturers of Antiphlogistine, publish a pamphlet containing brief medical facts and excerpts. A copy of this may be obtained upon request.

* * *

THE American Academy of Physical Education which was first initiated in the fall of 1926 for the pursuance of problems of research held its annual meeting in New York City on December 31 and elected the following officers: President, Dr. R. Tait McKenzie, University of Pennsylvania; Vice-President, Dr. John Brown, Jr., National Council, Y. M. C. A., New York City; Secretary-Treasurer, Professor Jay B. Nash, New York University. The Academy appointed the following committee to promote the plans for the International Congress on Physical Education and Sport to be held at Los Angeles in July, 1932: Dr. John Brown, Jr., Chairman, Professor Jay B. Nash, Secretary, Dr. R. Tait McKenzie, Professor William R. LaPorte, and Professor E. D. Mitchell. All organizations over the country having interests in Physical Education, Health, Athletics and Recreation will be invited to appoint representatives to serve as members on this committee.

Folk Dancing in Sweden

(Concluded from page 13)

often with an innocent erotic coloring or with a humorous tint. Most of the games have great lyric beauty.

The oldest dance form in the North is not the song games, however, but the so called folk-song dances. The ballad or knight-song of the middle ages was sung as an accompaniment to a ring-dance which was performed with very slow steps. One person, "the foresinger," sang the song proper while the rest of the dancers joined in the refrain only. These folk-song dances reached their height of popularity among the peasants of Sweden during the latter part of the middle ages. Among the upper classes they had by this time already been put aside for the couple dances. Only on the Faroe Islands, situated way up in the Atlantic ocean, do they still exist as popular dances, and it is from these islands that the impulse has come to bring them into use again in Norway and Sweden.

These old games are not only a valuable inheritance of culture which ties present and past generations together but very often they contain the story of our own life: the tremendous happiness when one falls in love or when friendships are made; the sadness of parting; and sometimes the bitterness of disappointment. The old games in which old and young merrily take part have an undercurrent of gravity. It is the human heart—during different ages, yet always the same—which in these games expresses life,—the strange, often enigmatic life which is full of happiness and sorrow, of melancholy and longing, of memory and hope.

Concerning Naas *(Continued)*

the Naas Sloyd Teacher Training School. It is from this that the Naas institution with its many branches of activity gradually developed.

The task that Naas has set itself is not confined to the technical instruction given in the various courses. Naas has become a summer home for educators of different ages, a home which affords recreation, physical relaxation, and mental refreshment. The social life at Naas has a charm of its own that is derived from frankness and freedom from constraint. Those taking part in the courses live in small pavilions. Club rooms with pianos, newspapers and libraries are provided; excursions to the many eminences commanding beautiful views in the neighborhood are arranged for; social evenings with lectures, song and music take place now and then, and on solemn occasions or more important anniversaries, entertainments are arranged, at which the beautifully furnished manor-house is thrown open to the guests. By the afflux of participants from abroad, which at times is quite considerable, Naas has become a cultural medium which enables strangers, not only from different parts of Europe and the United States, but from all parts of the globe, to become familiar with Swedish education and cultural life, and has enabled Swedish educators to receive stimulating impulses from abroad.

Naas has become the chief training ground in Sweden for the study and practice of open air games and athletics. American baseball is even played successfully here.

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Standards in Physical Education *(Continued from page 10)*

study of existing conditions relating to equipment and facilities for physical education. From these data, together with a selective list of criteria, gauged to indicate future needs he plans to establish standards for the teacher training program at Boston University.

Standards for Programs

A significant contribution to this field of research is the Elementary Course of Study recently prepared by the California State Department of Education.[15] Another example of scientific curriculum building is the "Tentative Courses of Study in Health and Physical Education developed by the Cuyahoga County Board of Education in Ohio."[16] No review of program standards would be complete without reference to the work being done by a committee appointed by the National Society of Directors of Physical Education in Colleges. Under the able leadership of Professor LaPorte, University of Southern California, this committee is preparing a list of activities selected as to relative importance according to a carefully weighted group of criteria. It has been proposed that the American Physical Education Association appoint a committee to confer with the college directors in extending this list of activities to the secondary school level. The value of such standards will be appreciated by everyone concerned with curriculum construction.

Standards for Teaching Load

This is a field in which practically no research has been done insofar as physical education is concerned. Several studies have been made relating to teaching load in academic subjects but these are of little value when applied to the program of our major interest. For example the North Central Association of Colleges and Secondary Schools recommends the following standards in academic subjects. (1) Pupil-teacher ratio as shown by the average daily attendance, 25; (2) the number of classes taught by the teacher, five daily; (3) the number of student hours per teacher, 150 per day; (4) the number of students in a class, 25. It is at once apparent that these standards are of little value when applied to physical education except for limited comparative purposes. In the Sixth Yearbook, Department of Superintendence, it is affirmed that one teacher of physical education can serve up to 250 pupils and teach 25 classes per week, with consultations and other duties added to increase the total load to 35 periods per week.[17]

Among the numerous questions relating to teaching load which we must answer are the following: Should classes in physical education be counted as laboratory periods in such subjects as science; what value (in terms of teaching hours) shall be attributed to after-school coaching; and how many students can be accommodated satisfactorily in the various activities and at different age levels?

Standards for Classification

Grade classification in academic subjects is familiar to everyone. It is not uncommon in the larger school districts to separate a single grade into A, B, C, or X, Y, Z, groups on the basis of intellectual ability or achievement. Several cities are experimenting with the plan of individual assignments for the elementary school subjects.

It is customary at present to assign students to physical education classes upon the basis of grade placement. Indeed we frequently consider ourselves fortunate to find but a single grade in our class enrollment. That this is an unwise procedure is indicated by the fact that the correlation between mental and physical traits is exceedingly low.[18] If our program is to assume its place as an important factor in education it is essential that we classify our students with reference to their physical aptitudes, especially in the secondary schools.

Several plans have been proposed for this purpose, although only a few of the more significant ones can be enumerated here. Classification of pupils according to exponents is perhaps the easiest method to administer. The factors of *grade, age, height,* and *weight* are considered, although *grade* is sometimes eliminated.[19] Standards are available for grades three to twelve inclusive. Brace proposes a plan for classifying students in secondary schools and colleges upon the basis of motor ability. Satisfactory results from the use of this test are reported in a number of communities.[20] Rogers' strength and physical education fitness indexes have gained wide popularity in New York State and in other places as a valid classification test for secondary school pupils.[21] Several other tests are in the process of construction and should be ready for use within a year.

Standards for Achievement

Numerous plans have been proposed for measuring the achievement of students in various types of physical activity. Most of them have been used with varying degrees of success. It should be pointed out that achievement standards must be based upon carefully determined classification norms. The task of establishing satisfactory levels of achievement is difficult due to the complexity of many of our activities in physical education. For example baseball involves a number of fundamental skills each of which must be measured separately. Again, we are not sure that success in numerous single skills is indicative of a correspond-

[15] Neilson, N. P. and Van Hagen, W.—"Physical Education Activities for the Elementary Schools of the State of California." Sacramento, California, State Department of Education. 1929.

[16] "Tentative Courses of Study in Health and Physical Education." Cleveland. Cuyahoga County Board of Education.

[17] Gittings, I. E.—"Correlation of Mental and Physical Traits." A. P. E. R. October, 1927. P. 460.

[18] Ibid, p. 460.

[19] Andersen, L.—"An Athletic Program for Elementary Schools" New York. A. S. Barnes and Company. 1927. P. 110. Nash, J. B.—"The Organization and Administration of Playgrounds and Recreation." New York. A. S. Barnes and Company. 1927. P. 258.

[20] Brace, D. K.—"Measuring Motor Ability." New York. A. S. Barnes and Company. 1926.

[21] Rogers, F. R.—"Tests and Measurement Programs in the Reflection of Physical Education." New York. Bureau of Publications, Teachers College, Columbia University. 1927.

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Marching Tactics (3 articles), Carl Schrader Dec. 1911, Jan. and Feb. 1912

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ing ability when these fundamental elements are brought together in the game of baseball.

Standards for rhythmic activities present peculiar difficulties because we lack the tools at present to measure accurately such factors as poise, grace and the sense of rhythm.

It is significant that the interest of many of our leaders in physical education is being centered upon achievement standards. A number of cities and a few states have experimented with this important task. The work has been carried on also by individuals and by committees appointed by national organizations. Some of the more important tests follow:

The Athletic Badge Test for Boys and Girls[22]
Motor Ability Tests[23]
National Physical Achievement Standards[24]
Age Aim Charts of Physical Efficiency[25]
Hexathlon Test[26]
Swimming Pentathlon[26]
Detroit Decathlon[27]
A Scale for Measuring Antero-Posterior Posture[28]
Athletic Skill Tests for Elementary Schools[29]

Standards for Method

Studies in educational philosophy, psychology and sociology have made outstanding contributions to methods of mental learning. Experimentation in this field is constantly modifying present practices or suggesting new and improved techniques. A few psychological research studies cast some light upon methods of *motor learning*, although in the main scientific evidence is provokingly lacking in this field. In the words of Pear, "The importance of attaining such knowledge (methods of acquiring muscular skill) can hardly be overestimated. Everyone who is learning a new game would welcome any suggestions which might curtail his drudgery, shorten, or employ to better advantage, his practice periods, and illuminate the weak and the strong features both in his learning and in the teaching which he receives."[30]

Our present method of teaching motor skills is largely of the demonstration type. We show the child how the act is to be performed and then suggest that he try to imitate his teacher. Surely this is a valid method but it is not the only one which might be employed. Verbal descriptions of the activity usually fail to secure the desired response, possibly because we do not possess an adequate vocabulary to describe the kinesthetic movements accurately—the child fails to comprehend the word picture. Description is the most common method used in teaching academic subjects. Since the child is accustomed to this method it might be used effectively in physical education, following careful experimentation to determine its validity.

Pictures, slides and films, although rich in potential value have been used sparingly. Most physical edu-

[22] Playground and Recreation Association of America. New York.
[23] Report: American Physical Education Association. Ann Arbor.
[24] A. S. Barnes and Company. New York.
[25] Board of Education. Philadelphia.
[26] Physical Directors' Society of Y. M. C. A. New York.
[27] Board of Education. Detroit.
[28] Brownell, C. L.—"Scale for Measuring Antero-Posterior Posture." Teachers College, Bureau of Publications. New York.
[29] Andersen, L.—"An Athletic Program for Elementary Schools." A. S. Barnes and Company. New York.
[30] Pear, T. H.—"Skill in Work and Play." New York. E. P. Dutton and Company. 1924. P. 10.

cators could learn a valuable lesson from the more highly skilled athletic coaches who utilize these methods extensively. It may seem at first that the cost of slides and films prevents the use of these aids, but if it were proven that the learning period could be reduced materially the expense might be justified.

Further investigation is needed following the classifications of *motor learning* established by Freeman.[21] He states that of first consideration is the principle that a connection must be made between the important features of the external situation and movements which are already under control. Second, the new movements must be organized in response to the appropriate features of the external situation. Third, when the series of movements is more complex the stimuli to which the response is made is more highly organized.

In this article I have attempted to indicate some of the more salient standards in physical education relating to: Personnel; Time Apportionment; Credit; Equipment and Facilities; Programs; Teaching Load; Classification of Students; Achievement of Students; and Teaching Methods. At the same time it was convenient to suggest certain features which should challenge our attention in the future. No brief is held for the completeness of this report. Each of you could suggest numerous additions or substitutions. My purpose has been to point out significant trends in the development of standards. Physical education will play an important role in future child development—a more prominent role even than it has enjoyed in the past. The value of our program will be conditioned by the validity of standards to which we hold allegiance.

Such questions as the following arise naturally: How shall these standards be established; Shall they be prepared by individuals, committees, or both; and, what type of training is necessary for those who would engage in this worthy enterprise? The answers are not simple. Physical education should not make the mistake which has characterized numerous other school programs by allowing personal interest, zeal, or enthusiasm to overshadow conclusions or recommendations drawn from scientific research. Scientific research demands that the experimenter be able to arrange the facts of a situation into a true picture of contemporary practice; to establish valid criteria for future progress based upon sound principles evolved from the numerous sciences; to evaluate present practice in terms of these established principles; and from these data to develop valid standards for future conduct.

In the preparation of standards there is work for each of us. The trained technician who provides the experimental and philosophical research must depend upon teachers and supervisors of physical education for necessary data and for assistance in validating results. The work of each group is complementary to the other.

In the task which lies before us, let us work together to preserve the established principles upon which our program is founded, and at the same time be ready to encourage and to accept scientific study which may modify present conceptions, but which will lead to improved standards for physical education.

[21] Freeman, F. N.—"How Children Learn." London. Harrap. 1919.

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"Fear" in Swimming

(Continued from page 25)

head under water, then throw both hands up from the ground and count three very quickly."

Doubtless this is a crucial point and if this command is carried through we have accomplished our original purpose. Asking the subject to count five with head under the water is a former successful entity,[24] the new command is *not to float,* it is merely to throw up the hands and count three quickly. Here, in making the beginner count three, I have made use of the Jendrussak[25] reinforcement test which has been introduced in the neurological field. Certain cases, when tested for the knee reflex, did not respond. Although a sensorimotor disturbance was evident, its etiology could not be determined by the usual clinical procedure. The Jendussak reinforcement test, consisting of either computation or muscular tension in another part of the body, permits the knee reflex by counteracting a former possible inhibition. So, too, asking a subject to count three rather than to float, by allowing one path of action, takes away the association or stimulus which might induce an exaggerated behavior response. That is, the stimulus of exaggerated response which is the inhibited factor that prevents floating is now either not in action or directed into another channel. A little persuasion, a number of trials, and one soon counts ten, fifteen and twenty with hands above water in a floating position.

After the person has learned to float and is fairly well accustomed to water, we can proceed to teach coordinations for swimming which would previously have been disturbed.[26] He is then asked to walk into a depth of about two feet. There he is taught while standing to use the crawl stroke to staccato-like commands of:—Right arm only stretch upward with cupped hand facing forward—Bring arm straight forward down to side of body, bend elbow up to shoulder level, turn forearm up, keeping elbow at the same level, stretch upward, now repeat the stroke five times—With this arm at rest repeat the stroke with the other arm five times, then alternate—While alternating the arms, follow the course of the right arm with the head, open the mouth when the head is at right angles to the body turned as though it were on a pivot taking in a breath of air at the same time, breathe out through the nose when the head is facing forward. Continue this cycle until it is mastered—After just floating a second as before, use the stroke six times at first and increase the number gradually—Grasping the side of the pool, practice the correct foot movement—Then float for a moment, start the kick, and coordinate arm and foot movements.

This method was found effective, possibly because of the psychological factors[27] of recency, immediate total transfer of mimetic drill into water, and the rhythm of unbroken movement. Finally, correct movement should be stressed at the beginning in order to eliminate improper coordinations so hard later to correct.

[24] Gates: Psychology for Students of Education 1930 Page 410.
[25] Jelliffe & White: Diseases of the Nervous System 1923 Page
[26] Kempf: Automatic Functions and the Personality 1921 Page 20.
[27] Gates: Psychology for Students of Education 1930 P. 253-288.

I hope that the method herein described will remove two of the thorns of swimming instruction, viz., psychological cases and correction of wrong habits. By following the floating procedure, the teacher will save a great deal of energy and patience. The swimming procedure with its insistence upon the correct strokes by the beginner will eliminate the time and labor now spent in correction. The prevalent practice of allowing beginners to employ any haphazard stroke merely to gain a feeling of confidence while in the water is invalidated by the successful results of the above method.

Answer by Miss Hodgkins

(Concluded from page 29)

elementary schools, and in industrial circles, the situation in girls' athletics is far from satisfactory. Only this week, a young high school instructor appealed to me for help in educating her school board to our standards as she was afraid she would lose her position if she could not turn out a winning team of basketball this year.

The fact that most women's colleges have for years allowed no varsity competition has been of vital importance in eliminating in many sections high school and elementary school inter-school competition. There is still a tremendous amount to be accomplished and one wonders if the one per cent of our girls and women who have fortunately received the benefits of college education have with it accepted the attendant *noblesse oblige* and done their share in promoting the right type of athletics among high school girls.

That college students are opposed to varsity competition is shown by the A. C. A. C. W. meeting held in April, 1930, at which time the conference as a whole reviewed its former pledges against such competition and passed a resolution opposing all interscholastic competition. In Miss Mabel Lee's excellent article "The Case for and Against," she reports 102,791 out of 120,725 women students opposed to varsity competition.

With all the hue and cry in the men's athletics, and the commendation women are receiving for having so long based their athletics on sane educational lines, it would be unfortunate to abandon our course and adopt a policy which might ultimately evolve into the type of competition we have so long opposed.

Answer by Miss Daviess

(Concluded from page 29)

1. Can we afford to be inconsistent in our standards, in order to give the college which happens to be in an ideal situation, an opportunity to experiment along varsity lines? Are we seeing the picture as a whole?
2. Has the time really come for such a fundamental change of policy?
3. Should such a change not be viewed from many more angles than just a well-functioning intramural schedule as a basis of judgment?

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Physical Training, Games and Athletics in Schools. M. B. Davies. George Allen & Unwen, Ltd., London. 296p. $1.46.

This book has been completely revised and many additions introduced. Presents principles as a background to the practical side of physical training, games and athletics and is presented from the point of view of the elementary school. This book covers a large scope. The author discusses effects, the table, teaching technique, infant work, special conditions, play, competition, playgrounds and apparatus, organizations of games —winter and summer—supervising and coaching, sports and athletics, organization of a sports day, standard tests, dancing and swimming, assessing of teaching values.

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Bibliography of Research Studies in Education. Edith A. Wright. U. S. Department of the Interior. Bulletin No. 23, 1930.

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Schools and Classes for Delicate Children. J. F. Rogers, M.D. U.S. Dept. of the Interior. Bulletin No. 22, 1930. 66p. $.20.

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